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INTRODUCTION

ENGLISH GRAMMAR,

BY THE AUTHOR OF
THE PRIMER

WITH EXERCISES

BY THE AUTHOR









AN INTRODUCTION
TO
ENGLISH GRAMMAR

INCLUDING THE
ANALYSIS OF SENTENCES:

WITH EXERCISES.

FOR THE USE OF SCHOOLS.

BY

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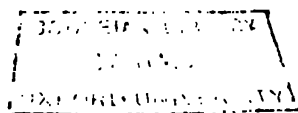
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PREFACE.

IN drawing up this little treatise, the Author has tried to present the principles of English Grammar in an intelligible and interesting form. The work embraces what he considers the *essentials* of the subject, and, at the same time, exhibits his views as to the manner in which the facts of Grammar should be brought before the minds of the young. The language used throughout being of the simplest possible kind, and the explanations and illustrations so full, it is hoped that, to pupils of ordinary capacity, the book will explain itself. As its title indicates, it is designed as an Introduction to the study of English. Prosody, Derivation, and Punctuation, are not dealt with at all; but the space thus saved has afforded the Author an opportunity of treating, with greater fulness, many important points which are either altogether omitted, or imperfectly explained, in most elementary Grammars.

Page 5 to page 39 is intended as a *first course* of English Grammar, which, it is believed, will be intelligible to any child capable of commencing the study of the subject; page 40 to page 93 may be made to form a *second course*; page 94 to the end will be found to furnish an amount of information on Syntax, Analysis, &c., quite sufficient for the requirements of the highest classes taught in ordinary schools.

The book contains a series of Exercises, which are neither too hard nor too numerous. These, it is hoped, will encourage the pupil to make a practical application of his knowledge of the text.

THE SULLIVAN SCHOOLS, HOLYWOOD,
1st February, 1879.

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ENGLISH GRAMMAR.

INTRODUCTION.

1. **LANGUAGE** consists mainly of **Words**, and is the means which people employ to convey their thoughts to one another.

2. Words are spoken sounds, each of which denotes some idea. The sound of a word may be expressed by written characters, and so language may be either **spoken or written**.

3. Different nations make use of *different sets* of words. The collection of words used by any particular nation is the **Language** of that nation.

4. The **English Language** consists of the words in use among the British people. There are a great many thousands of them, as you may see by looking through a good English Dictionary.

5. Although words "*separately*" denote ideas, it is only when they are joined together in *groups* that they can express our thoughts. A group of words conveying a *complete sense or meaning* is called a **SENTENCE**. In conversation you are constantly using such groups, and your reading-books are full of them, every full stop bringing you to the end of one.

6. **SENTENCES** are of three kinds :—

(a) **Statements** ; as, "The fox is an animal of the dog kind." "No animals are commoner than spiders." "Birds fly and fishes swim."

- (b) **Questions**; as, "Can a whelp bark?" "How many pupils are at school to-day?" "What is the use of a pen?"
- (c) **Commands, or Entreaties**; as, "Tell me your name." "Answer me this question." "Forgive us our debts."

Notice that this mark (?), called a *Note of Interrogation*, is put after a question.

Exercise 1.

Distinguish orally or in writing the **Statements, Questions, and Commands** in the following sentences:—

Stand up. The farmer ploughs and sows. Is the corn ripe? The fox lapped it up very quickly. Bring me some ink. Did the lady call? Your writing is good. Show me your slate. Have you your lessons prepared? The tiger is an animal of the cat kind. Is the fire kindled? Ill weeds grow fast. Leave your jest when it's at the best. Stay at home. Will you be in town to-morrow? Cows and horses are useful animals. Do geese eat grass? Ducks swim and herons wade. Be gentle. Remember that one ought to do one's duty. Please excuse my delay. Could you work a sum in Proportion? I could. Why are you sad? Pardon me.

GRAMMAR AND SOME OF ITS DIVISIONS.

7. Grammar is the science of language in general, but **English grammar** deals only with the words which make up the **English tongue**.

8. English grammar treats of—

- | | |
|--|----------------|
| (a) The alphabet, spelling, &c., . . . | } Orthography. |
| (b) The classification of words according to their uses in the sentence, . . . | |
| (c) Inflection, or the changes in form (spelling), which some kinds of words undergo when we vary their application, . . . | } Etymology. |
| (d) The derivation of words, . . . | |
| (e) How words are put together in a sentence, and how the words in a sentence are related to each other, . . . | } Syntax. |
| (f) How sentences are related to each other, . . . | |
| (g) The laws of Poetry, Accent, &c., . . . | Prosody. |

ORTHOGRAPHY.

9. **ORTHOGRAPHY** treats of the letters of the **Alphabet** and **Spelling**.

10. All English words are formed from twenty-six letters, whose shapes and sounds you are supposed to be familiar with. They are called the **Alphabet**, or **A B C**, and are divided into two classes called **Vowels** and **Consonants**.

11. **Vowels** * are sounding letters—that is, they can be sounded continuously with the voice like a note in music. They are **a, e, i, o, u**, and sometimes **w** and **y**.

12. **W** is a vowel when it is united in sound with another vowel going before, as in *cow, flow*. **Y** is a vowel when it has the sound of “*i*,” as in *Tyne, thyme, syrup*.

Notice that *w=u* in *cow*, which would be pronounced quite the same if spelt *cou*.

13. Two vowels blended into one sound form a **Diphthong**; as, *ou* in *sound*, *au* in *fraud*, *ow* in *cow*, *eu* in *feud*, *oa* in *broad*.

14. When both vowels are sounded, the diphthong is called **Proper**, as *ou* in *sound*; but when only one of the vowels is sounded, as *oa* in *cloak*, it is called **Improper**.

15. Three vowels blended into one sound form a **Triphthong**; as, *iew* in *view*, *ieu* in *adieu*.

16. **Consonants** are letters which cannot be perfectly sounded unless when put *before* or *after* the vowels; hence the name *consonant*, which means *sounding together with* (Lat. *consonans* = sounding together with).

17. Pronounce *go* and *og*. Now try to sound **g** without the vowel. You cannot do it except it be *before* it, as in *go*; or *after* it, as in *og*. This illustrates the nature of a consonant. But you must not confound the sound of a consonant with the *name* by which it is known; for example, *jee* is the name of the consonant

* Lat. *vocalis* = sounding. Fr. *voyelle*.

g; but *jee* is not its sound, as you may see by pronouncing *go, og, gog, gentle*.

18. The letters **w** and **y** are consonants when they come before a vowel in the same syllable, as in *war, yelp*. It should also be mentioned that the letter **u** is a consonant when it follows **q**, as in *quite, queer, queen*.

Notice *queer* = *kweer*, *queen* = *kween*.

19. The sounds of the consonants are produced by means of the lips, teeth, throat, &c., which are called the organs of speech.

Lip-sounds, as *b, p, v*, are called **labials**.

Teeth-sounds, as *d, t, th*, are called **dentals**.

Throat-sounds, as *k, g* (hard), are called **gutturals**.

Nose-sounds, as *n, m, ng*, are called **nasals**.

Palate-sounds, as *j, g* (soft), are called **palatals**.

Hissing letters, as *s, z, x*, are called **sibilants**.

20. Consonants are divided into **mutes** or **dumb letters**, and **spirants**. In sounding a mute the breath is completely stopped; as, *c* (hard), *b, p, t*, in *cab, tap, cat, pact*. In sounding a spirant the breath is not quite shut off; as, *v, r, z, th*, in *vow, war, zeal, thin*.

21. The consonants, *l, m, n, r*, are called **liquids**, from the facility with which their sounds blend with those of other consonants. Observe this in the following words:—*help, hemp, pant, part, helmsman, ward, warn, armless, complete*.

Exercise 2.

Tell the **Vowels, Consonants, Diphthongs, and Triphthongs** in the following words:—

Beautiful, physics, aquatic, rowing, wonder, yonder, syllable, surrounded, conveyance, whoever, zoology, queer, viewing, universe.

SYLLABLES.

22. Letters are formed into **Syllables**; as, *dog, cat, mouse*. A syllable is pronounced by one effort of the organs of speech.

23. A syllable must contain at least one vowel, and may even be a single vowel; as, *o-ver*, in which the first

syllable is the vowel "o," and the second, "ver," contains one, viz., e.

24. Syllables form words. A word is called a **Mono-syllable** if it contains only *one* syllable; as, *man*; a **Dissyllable** if it contains *two*; as, *man-kind*; a **Trisyllable** if it contains *three*; as, *re-pre-sent*; and a **Poly-syllable** if it contains *four* or more; as, *re-pre-sen-ta-tive*.

25. To **spell** a word is to name in order the *letters* of which it is made up, and mark its *syllables*, should it contain two or more. Thus in spelling the word "*composition*," you should say COM-PO-SI-TION, making a short pause after each syllable.

26. Learn the following rules for **dividing words** :—

- (a) Never divide a monosyllable; as, *house, field*.
- (b) Separate two consonants coming together; as, *m* and *p* in *temper*, thus—*tem-per*; but don't separate *b* and *l* in *able*, *t* and *h* in *heather*, for that would destroy the proper sounds of the words.
- (c) Separate two vowels not forming a diphthong; as, *e* and *a* in *meander*; also a vowel and a diphthong; as, *oy* and *i* in *boy-ish*.
- (d) Endings such as *ing, ed, ance, tion, &c.*, should be separated; as, *call-ing, lov-ed, as-sist-ance, na-tion*.
- (e) Be guided by the separate efforts required to pronounce words slowly and correctly.

Exercise 3.

(a.) Divide *orally* or in *writing* the following words into Syllables :—

Character, polysyllable, parallel, excellent, feebleness, antecedent, house, diphthong, melancholy, incomprehensibility, authoritative, over, any, zoology, blind, untrodden, classification, man, special, substantial, undoubtedly, doubt.

(b.) Write *six* Monosyllables, *six* Dissyllables, *six* Trisyllables, and *six* Polysyllables.

Caution.—When writing, if you have not sufficient room for a word of two or more syllables at the end of a line, stop at the end

of a syllable, make this mark (—), and write the rest of the word at the beginning of the next line. Recollect you must not divide a monosyllable.

CAPITAL AND SMALL LETTERS.

27. The alphabet is written and printed in several ways ; but the most important forms are **Capitals**, as, A, B, C ; **Small letters**, as, a, b, c ; and **Italics**, as, *a, b, c*. The small letters are most used ; but putting a *capital* where a *small letter* ought to be, or a small letter for a capital, is regarded as an error in spelling and a sign of ignorance.

28. The following simple rules will guide you in using capital letters.

Capital letters should be used at the beginning of—

- (a) The **first word of a sentence** and the **first word of a line in poetry** ; as, "My friends are kind."
"Where is France situated?"

"Till last by Philip's farm I flow
To join the brimming river ;
For men may come and men may go,
But I go on for ever."

- (b) The **names and titles of Deity** ; as, *God, Jehovah, The Almighty* ; also the words "**He**," "**Thou**," &c., when applied to Deity.

- (c) The **names of individuals** ; as, *John, Mary, England, Ireland* ; and such words as, *English, Irish*.

- (d) The **names of the months** ; as, *January* ; and the days of the week ; as, *Friday*.

- (e) The **first word of a quotation** ; as, Solomon says, "All is vanity."

- (f) **Any important word** ; as, the *Crusades* ; also **I** and **O** when used as words.

Exercise 4.

Correct in writing the *misplaced Capitals and Small letters* in the following sentences :—

milton was a great Poet. spain and Portugal form a Peninsula in the South-west of europe. god made everything, and we Know

that he Sustains all Things that live. Shakespeare says, "to be or not to be, that is the Question."

"come back ! Come back !" he cried in grief,
across this Stormy Water,
and i'll forgive your Highland chief,
My Daughter, o my Daughter !"

The last month of the Year is december. Monday is the Second and saturday is the Seventh day of the Week.

ETYMOLOGY.

29. Etymology treats of—

- (a) The classification of words ;
- (b) The inflection of words ;
- (c) The derivation of words.

THE CLASSIFICATION OF WORDS.

30. Words are put into different classes according to the different uses they serve in a sentence. For example, some words are used as *names* of objects ; others, to *state* ; others, to *describe* things ; others, to make *connections* and denote *relations*.

31. There are eight classes of words commonly known as the eight **Parts of Speech** :—

The Noun.

The Adjective.

The Pronoun.

The Verb.

The Adverb.

The Preposition.

The Conjunction.

The Interjection.

DEFINITIONS OF THE PARTS OF SPEECH.

32. When a word is used as a *name* of any kind it is called a **Noun** ; as, *James, Dublin, horse, health, thunder*.

33. **Adjectives** are words put along with Nouns for the purpose of *describing* or *distinguishing* them in any way ; as, "*A certain man had the good luck to possess a valuable goose that laid one golden egg every day.*" *A, certain, the, good, valuable, one, golden, and every* are **Adjectives**.

NOTE.—The Adjectives *a*, *an*, and *the* are often called Articles.

34. A **Pronoun** is a word that *stands for* a Noun ; as, "When William found the book *which* Jane had lost *he* restored *it* to *her*." *Which*, *he*, *it*, and *her* are Pronouns.

35. A **Verb** *states, commands, or asks*, but its chief use is to state ; as, "The sun *shines*," "Stand up," "Is John at school?" *Shines*, *stand*, and *is* are Verbs.

36. An **Adverb** is a word that modifies the meaning of a Verb, an Adjective, or another Adverb ; as, "He acted *wisely*," "The sun is *very* bright," "He ran *too fast*." *Wisely*, *very*, *too*, and *fast* are Adverbs.

37. **Prepositions** are words placed before Nouns or Pronouns to connect them *with* and *show their relation to* Verbs, Adjectives, or other Nouns or Pronouns ; as, "An owl, anxious *for* supper, sat *upon* a wall *behind* an old ruin, *with* the intention of pouncing on any mouse or little bird that might come *near* it." *For*, *upon*, *behind*, *with*, *of*, *on*, and *near* are Prepositions.

38. **Conjunctions** connect *sentences* and sometimes *words* ; but their chief use is to connect sentences ; as, "Birds fly *and* fishes swim," "Neither James nor William came," "My brother is come, *but* I have not seen him." *And*, *neither*, *nor*, and *but* are Conjunctions.

39. **Interjections** are exclamations thrown in among other words to call attention ; as, *Ho!* or to express some strong sudden feeling ; as, *Ah!* *Oh!* *Alas!* *Hurrah!*

THE NOUN.*

40. When a word is used as a *name* of any kind, it is called a **Noun**.

NOTE.—The word *noun* means a *name*.

Names of persons are Nouns ; as, *Adam*, *Anne* ;

Names of animals are Nouns ; as, *cow*, *sheep* ;

* Lat. *nomen* = a name.

Names of places are Nouns ; as, *Ireland, London* ;
 Names of material things are Nouns ; as, *gold,*
silver ;

Names of feelings are Nouns ; as, *pain, hunger* ;
 Names of qualities are Nouns ; as, *weight, bright-*
ness ; and,

Names of actions are also Nouns ; as, "*Walking and riding* are healthful exercises." *Walking* and *riding* here name two actions, therefore they are Nouns.

41. The *names* of things are Nouns, but not the *things* themselves. For example, your *name* is a Noun, but *you* are not a Noun ; and, in like manner, the word *ship* is a Noun, but the *thing* ship is *not*.

THE DIFFERENT KINDS OF NOUNS.

42. Nouns are divided into three great classes :—

1. Proper Nouns.
2. Common Nouns.
3. Abstract Nouns.

43. A PROPER NOUN is the name of *one* person, *one* place, or *one* thing in the same sense ; as *Richard, Mary, Dublin, Bounce, Excalibur*.

44. The word *proper* is derived from the Latin *proprius* = "one's own ;" a proper name therefore means *one's own* name, or the name specially belonging to an individual of any kind. Thus—

Richard is the name of an *individual* boy.

Mary is the name of an *individual* girl.

Dublin is the name of an *individual* town.

Bounce is the name of an *individual* dog.

Excalibur was the name of King Arthur's sword.

NOTE.—When writing a Proper Noun, begin with a capital letter.

45. A COMMON NOUN is a name *common* to each individual in the same class or kind of things ; as, *boy, girl, pupil, house*.

Notice that the name *boy* is common to every male pupil in the school; that is, any one of them may be called a boy; as, *John* is a boy, *James* is a boy, &c. Similarly the name *girl* may be applied to *Jane*, *Mary*, *Rachel*, &c.; and you may call every boy and girl in the school a *pupil*. The word *house* may, in the same way, be applied to *any* house in the town. This explains why such names as *boy*, *girl*, *pupil*, *house*, are called *Common Nouns*.

46. Common nouns include **Collective Nouns**. A **Collective Noun** stands for a *collection* of persons or things considered as *one*; as, *the Parliament*, *the army*, *a jury*, *a group*, *a gang*, *a mob*, *a lot*. Notice that "*the Parliament*" denotes *one body* made up of *separate* individuals—the Members; and "*the army*" denotes *one body* made up of *separate* individuals—the soldiers.

Exercise 5.

Pick out the **Proper**, **Common**, and **Collective Nouns** in the following:—

The cherry-tree is a native of Asia, and was first brought to Europe by Lucullus.

The leaves of the black currant have a strong taste, and if a portion be mixed with black tea, the flavour will become like that of green tea. Currant bushes are an ornament to a garden; and when they are trained against the walls of a cottage, they look like the vines of Italy and Spain.

A collection of words conveying a sense or meaning is called a sentence. There was a multitude of men present. A constellation is a group of fixed stars. The Parliament is sitting. The Speaker presides over the House. The Committee appointed John to take charge of the school. There was a party at the Castle last night. The army is well trained.

ABSTRACT NOUNS.

47. **ABSTRACT NOUNS** are names of—

- (a) **Qualities**; as, *whiteness*, *colour*, *weight*.
- (b) **States or conditions**; as, *hunger*, *thirst*, *death*.
- (c) **Actions**; as, *march*, *move*, *flight*, *step*.

48. **Abstract Nouns** may be formed from **Adjectives**

of Quality (See § 56) by adding *ness*, *ty*, *ice*, *th*, &c. ; as—

| ADJECTIVE. | ABSTRACT NOUN. | ADJECTIVE. | ABSTRACT NOUN. |
|---------------------|------------------|-----------------------|-------------------|
| <i>Good</i> becomes | <i>goodness.</i> | <i>Strong</i> becomes | <i>strength.</i> |
| <i>Just</i> „ | <i>justice.</i> | <i>Broad</i> „ | <i>breadth.</i> |
| <i>Pure</i> „ | <i>purity.</i> | <i>White</i> „ | <i>whiteness.</i> |

Adjectives of Quality also become Abstract Nouns when they stand alone with *the* or a *Preposition* before them ; as, “the *grand*,” “the *tender*,” “the *severe*.” “The music changed from *solemn* to *lively*.” *Grand*, *tender*, *severe*, *solemn*, and *lively* are Abstract Nouns.

49. Read the following sentences :—

“John is making a *move* on the chess-board.”

“I hear the *march* of armed men.”

“His *step* is firm.”

Here *move*, *march*, and *step* are Abstract Nouns, being the names of actions. But when I say : “*Move* on ;” “He *shall march* ;” “*Step* over the stile ;” *move*, *march*, and *step* are Verbs. You must not parse any word as a Noun unless it be really used as a name ; thus, *John* is a Verb and not a Noun in the sentence, “Don’t *John* me so much.”

Exercise 6.

(a.) Tell the Abstract Nouns in the following :—

“That very queer sound,—

Does it come from the ground ?

It is not like talking, it is not like walking,

It’s not like the clattering of pot or of pan,

Or the tramp of a horse, or the tread of a man,

Or the hum of a crowd, or the shouting of boys,

It’s really a very odd sort of a noise !”

The brightness of the sun is great. Cherish a sense of honour. John’s health is impaired. The whiteness and purity of snow are remarkable. There is a land where parting is unknown.

“Beyond the flight of time,

Beyond this vale of death,

There surely is some blessed clime

Where life is not a breath,

Nor life’s affections transient fire,

Whose sparks fly upwards and expire.”

(b.) Give orally or in writing **Abstract Nouns** from the following words :—

Hard, narrow, wide, deep, true, false, severe, easy, difficult, kind, kindly, king.

THE ADJECTIVE.*

50. Adjectives are words put along with **Nouns** for the purpose of describing or distinguishing them in any way ; as, "A *certain* man had *the good* luck to possess a *valuable* goose which laid *one golden* egg *every* day."

The Adjectives in this sentence are—*a, certain, the, good, valuable, one, golden, every*. Notice that the two Adjectives *a* and *certain* are added to the Noun *man* to show that *one* man owned the goose, but that I either *cannot* or *do not choose* to name him (*a certain* man); *the* points out the Noun *luck*, and *good* shows its *kind* (*the good* luck); *a* goose means *one* goose, and *valuable* tells the *kind* of her (*a valuable* goose); *one* shows *how many* eggs the goose laid in a day, and *golden* tells the *kind* of them (*one golden* egg); and *every* shows on *how many* days in succession the goose laid (*every* day).

Strictly speaking the Adjective does not describe the *Noun*, but the *thing* which the *Noun* denotes.

51. Adjectives are divided according to their uses into the following kinds :—

1. **Demonstrative Adjectives.**
2. **Adjectives of Number and Quantity.**
3. **Adjectives of Quality.**
4. **Adjectives denoting Possession.**

52. Demonstrative Adjectives *point out* the **Nouns** to which they belong. They all answer the question "**Which?**" addressed to the **Noun**; as, "**Which** pen?"
Ans. "*The* pen, *this* pen, *yon* pen, *that* pen, the *first* pen, the *second* pen."

53. The words *a, an, and the*, are often called **Articles**. *The* is called the **Definite**, and *a* or *an* the **Indefinite Article**.

* Lat. *adjectus* = added to.

An is used before a *vowel* or a silent *h*, as, "*an egg*," "*an honest man*;" **a** is put before a consonant; as, "*a pen*," "*a slate*."

A may be put before a word beginning with an *aspirated* vowel, that is, a vowel pronounced as if it were preceded by *y* or *w*; as, *a ever*, *a unit*, *a one pound note*.

Notice that *ever*=*yewer*, *unit*=*yunit*, *one*=*won*.

54. The *points out clearly* a particular thing, or particular things, of the kind or class which the Noun denotes; **a** indicates *one* of the kind or class which the Noun denotes, but does not point out *which* one. Thus when I say "Lend me *the pen*," "*the pen*" is equivalent to *you know which pen*; but when I say "Lend me *a pen*," *a pen* is equivalent to *one pen*, but I don't say *which*. **The** is, therefore, a **Demonstrative Adjective**; and **a** or **an**, an **Adjective of Number**.

55. Adjectives denoting **Number** answer the question, "**How many?**" addressed to the Noun; as, "**How many men?**" Ans. *Two men, twenty men, few men, many men, no men*. **Indefinite Numeral Adjectives** are such as do not denote an exact number; as, *few, many, several, some, &c.*

When Adjectives express **Quantity**, they answer the question, "**How much?**" as, "**How much pain?**" Ans. *Great pain, little pain, much pain, more pain, no pain*.

56. Adjectives of **Quality** answer the question, "**What sort?**" addressed to the Noun; as, "**What sort of a man?**" Ans. *A good man, a bad man, a rich man, a poor man, an honest man, a learned man, an ignorant man, an intelligent man*. This is the largest class of **Adjectives**.

You will notice that it is from this class chiefly that **Abstract Nouns** are formed.

57. Adjectives denoting **Possession** answer the question, "**Whose?**" addressed to the Noun; as, "**Whose book?**" Ans. *My book, your book, his own book, their own books*.

The **Possessive Adjectives** are *my, thy, his, her, its, our, your, their, and own*, which may be put after

each of the eight others to express possession with more emphasis ; as, "*my own house*," which is more emphatic than "*my house*." *My*, *thy*, &c., are simply Pronouns used as Adjectives, and may be parsed as such. See § 156.

58. A Possessive Adjective is always followed in the sentence by a Noun denoting the thing possessed ; as, *my books*, *his books*, *your books*, *their books*.

Mine and *thine* are sometimes put before Nouns beginning with a vowel, and are then Possessive Adjectives ; as, "Pardon *mine* iniquities ;" "If *thine* eye offend thee, pluck it out."

59. Notice that when I say, "The pen is mine," "*mine*" is not followed by a Noun, and is equivalent to *my pen*. *Mine* thus stands for the Noun "*pen*," as well as for the name of the possessor of the pen, and should be parsed as a Possessive Pronoun. Parse, in like manner, *yours*, *theirs*, as Possessive Pronouns in "The books are *yours*," "The books are *theirs*." See § 157.

60. Nouns may be used as Adjectives ; as, "a *gold watch*," "a *brass button*." Adjectives are often used as Nouns ; as, "John is going from *bad* to *worse*," "the *beautiful*," "the *awful*."

61. Some kinds of Adjectives are found as often *after* as *before* the Nouns to which they belong ; as, "Frank is *truthful*." Observe that when an Adjective is thus used (as a predicate), it may qualify a Pronoun or any group of words equivalent to a Noun ; as, "He is *diligent* ;" "To be *truthful* is *honourable*." Parse *diligent* an Adjective qualifying *he*, and *honourable* an Adjective qualifying "to be *truthful*." See p. 104.

Exercise 7.

Point out *orally* or in *writing* the different kinds of Adjectives in the following, and tell the Nouns to which they belong.

Remember that Demonstrative Adjectives answer the question "Which?" addressed to the Noun ; Adjectives of Number and Quantity, the question "How many?" or "How much?" ; Adjectives of Quality, the question "What kind?" ; and Adjectives denoting Possession, the question "Whose?" Find in this way the different kinds of Adjectives.

The camel is from five to seven feet high, and his length is about ten feet. His legs are long, his neck is long and crooked, and his head is small. There are two species of camel; one has two humps, and the other only one. The latter kind is somewhat smaller than the former, but in other respects the one differs little from the other. The camel is covered with coarse hair; his colour is light brown, and his feet are soft and flat like large pads. The camel is of much use in countries where there is little water.

Sunday is the first and Saturday the last day of the week. Twelve articles make one dozen. Sixty seconds make one minute.

The first and last duty of a soldier is obedience. James has no bad marks.

THE PRONOUN.

62. A **PRONOUN** is a word that stands for a Noun; as, "When William found the book *which* Jane had lost, *he* restored *it* to *her*."

The little words, "*which*," "*he*," "*it*," and "*her*," are Pronouns, each standing for a Noun: viz, *which*, for *book*; *he*, for *William*; *it*, for *book*; and *her*, for *Jane*.

The word *pronoun* means "*for a noun*," being derived from Lat. *pro* = for, and *noun*.

63. Pronouns prevent the necessity of having to repeat the Nouns too often. For example, if we had no Pronouns, instead of saying, "When William found the book *which* Jane had lost, he restored it to her;" we should have to say, "William found the book," "Jane had lost the book," "William restored the book to Jane."

CLASSIFICATION OF PRONOUNS.

64. Pronouns are divided into the following kinds:—

1. Personal Pronouns.
2. Relative Pronouns.
3. Demonstrative Pronouns.
4. Interrogative Pronouns.
5. Indefinite Pronouns.

65. **PERSONAL PRONOUNS** are simple substitutes for the names of persons, places, and things. They are—I,

thou, he, she, it, one ; with their variations—mine, me, him, her, we, you, they, them, &c. These Pronouns are called *Personal*, because they denote—

- (a) The person speaking ; as, *I, mine, me.*
- (b) The person spoken to ; as, *thou, thine, thee.*
- (c) The person spoken of ; as, *he, she, her.*

66. When a Personal Pronoun denotes the **speaker**, it is said to be of the **First Person** ; as, "Give that to *me*" = Give that to me (the speaker). When a Personal Pronoun denotes a **person addressed**, it is of the **Second Person** ; as, "Do you (the person addressed) hear me ?" When a Personal Pronoun denotes a **person or thing spoken of**, it is of the **Third Person** ; as, "*He* (the person spoken of) told me."

67. *Myself, thyself, yourself, himself, itself, ourselves, yourselves, themselves*, are **Compound Personal Pronouns** ; and in such expressions as, "He warmed *himself*," "I hurt *myself*," &c., they are named **Reflexive Pronouns**.

Exercise 8.

Write out the following narrative, and put **Nouns** in place of the **Pronouns**, which are italicised.

A lark having built *her* nest in a field of corn, *it* grew ripe before *her* young ones were able to fly. Fearing lest *they* should be destroyed when the corn would be reaping, *she* told *them* before *she* went out to get *them* food, that *they* must listen if *they* should hear anything said about reaping *it*. At *her* return *they* told *her* that the farmer and *his* son had been there, and had agreed to ask *their* neighbours to assist *them* in cutting *it*. "Then *I* may let *you* remain another day," said *she* to *them*.

RELATIVE PRONOUNS.

68. **RELATIVE PRONOUNS** are so called because they relate or carry us back to an *antecedent* Noun or Pronoun in the sentence ; as,

"I received the *present which* you sent me."

Ant. Rel.

"It was *he who* told you."

Ant. Rel.

Observe the connection between the Relative Pronoun and its Antecedent.

Ant.

Rel.

ever, and whatsoever, named Compound Relatives.

you" = "Do *that which* I desire you."

barks," but not "the dog *who* barks."

of "house."

NOTE.—Relatives might be called **Conjunctive Pronouns**.

come are welcome."

DEMONSTRATIVE PRONOUNS.

Demonstrative Adjectives.

Adjectives.

77. *This* and *these* refer to things near ; *that*, *those*, and *yon* to things more distant. *This* and *these* also point out the *last* named, and *that* and *those* the *first* named, of two things mentioned in connection with each other ; as,

“ Farewell, my friends ; farewell, my foes !
My peace with *these*, my love with *those*.”

These = “ my foes ; ” *those* = “ my friends.”

INTERROGATIVE PRONOUNS.

78. INTERROGATIVE PRONOUNS ask questions. They are *who* ? *which* ? and *what* ?

79. *Who* asks a person's name ; as, “ *Who* is that ? ”
Ans. “ *John*.” *Which* may refer to either **persons** or **things** ; as, “ *Which* is the way ? ” “ *Which* of you did it ? ”
What, as an Interrogative Pronoun, refers to **things** only ; as, “ *What* is that ? ” = “ What *thing* is that ? ”

80. *Which* and *what* are often Interrogative Adjectives ; as, “ *Which* girl ? ” “ *What* boy ? ” Notice that, as an Adjective, *what* may refer to persons.

INDEFINITE PRONOUNS.

81. INDEFINITE PRONOUNS stand for Nouns, but do not point them out clearly. They are *any*, *all*, *few*, *some*, *several*, *one*, *other*, *another*, *none*, *each*, *every*, *either*, *neither*, *nobody*, *somebody*, *anybody*, *something*, *nothing*, *aught*, *naught*, &c.

82. Most of the Indefinite Pronouns may be used as Adjectives. Parse them as Adjectives when they are *put before* Nouns, and as Pronouns when they *take the place of* Nouns. In the following sentence, “ *Some* like study, *others* like play,” “ *some* ” and “ *others* ” are Indefinite Pronouns ; but in “ *Some* boys like study, *other* boys like play,” “ *some* ” and “ *other* ” are Indefinite Adjectives.

NOTE.—*Each other* and *one another* are called Reciprocal Pronouns.

83. Learn from the following examples the differ-

ence between Indefinite Pronouns and Indefinite Adjectives :—

Sentences containing Indefinite Pronouns.

Several were present.
One consents, *another* refuses.
 The laws are made for *all* and *sundry*.
 Has *anybody* aught against him?
Somebody must be head of the class.
Some were saved.
Each got a prize.

Sentences containing Indefinite Adjectives.

All men are mortal.
Every boy should go out in his order.
Several persons came.
I was there the *other* day.
Either ball will do.
I met James *one* day in town.
 Did you catch *any* fish to-day?
Each girl got a prize.

Exercise 9.

(a.) Pick out and classify the Pronouns which occur in the following sentences :—

That is work of waste and ruin : do as Charles and I are doing. Who killed Cock Robin? "I," said the sparrow. Tom's horse is larger than that of his brother. Who are you? Did anybody see him? This is what I want. Any may come, none are excluded. Nobody came. One ought to know one's own mind. The book which he found is mine. Are these marbles yours? Bring the map that you were sent for. Tell me the name of those that make cloth. She is one that everybody respects. What is that?

(b.) Supply the Relatives which are omitted.

That is the teacher — taught me, and there is the school — I attended. I have got — I wanted. The friend — helps in need is a true friend. John — was present heard everything — was said. Wellington was a general of — all Englishmen are proud. Frank has a dog — barks. I give you such — I have. He — we worship, by — gift we live, and by — all things were made is the Lord.

(c.) Supply Antecedents. Did you like the — which he sang? John has a — that mews, and a — that sings. James has a — that trots fast. The — which you read is interesting. Give the — that you have for saying so. Did you get the — which he sent you? This is the — that killed the rat. — whom we worship, made all — that exist. — who lies, would steal.

(d.) Correct the following :—Return the book whom I gave you. This is the cat who killed the rat. Beware the train who is coming. John is a boy which I believe. The bird whom I caught flew away. John has a watch who keeps good time. Frank is a boy which I like. I lost my pencil ; but Jane found her. Men should not spend his time foolishly.

THE VERB.*

84. A **VERB** states, commands, or asks; but its *chief* use is to state.

85. A Verb states :—

(a) What anything **does**; as,

"Dogs *bark*." "Ships *sail*." "The wind *blows*."

(b) What is **done** to anything; as,

"The bird *was shot*." "John *was struck*."

(c) What anything **is**, or what is the **condition** of anything; as,

"The moon *is round*." "John *is sleeping*."

Verbs **command**; as,

"*Come back*." "*Stand there*." "*March*."

Verbs **ask questions**; as,

"*Are the apples ripe?*" "*Do hawks kill little birds?*"

NOTE.—Without a Verb you could not make a statement. It is the essential part of speech in every sentence; hence the name "*verb*" which means the word.

86. A Verb may be a **single word**; as, "*fishes swim*;" or it may consist of **two, three, or four words**; as, "*Samuel can write*" (two words); "*The task should be learned*" (three words); "*The copy should have been written*" (four words).

Observe that it takes the two words, "*can write*," to state what Samuel **can do**; the three words, "*should be learned*," to state what **should be done** to the task; and the four words, "*should have been written*," to state what **should have been done** to the copy.

SUBJECT AND DIRECT OBJECT.

87. When a Verb is used for stating or asserting there must be *something* about which the assertion is made. This is called the **SUBJECT** of the Verb; and also

* Lat. *verbum* = the word.

the Subject of the sentence. It may be found by putting the question, "WHO?" or "WHAT?" before the Verb.

Examine these sentences—

"He fell."

"Charles was beheaded."

"To be truthful is honourable."

Now ask, "Who or what fell?" "Who or what was beheaded?" "Who or what is honourable?" and you get the answers—"he," "Charles," and "to be truthful."

"He" is the Subject of the Verb "*fell*,"

"Charles" is the Subject of the Verb "*was beheaded*,"

"To be truthful" is the Subject of the Verb "*is*."

The Subject of a Verb is often called the **Nominative Case** to the Verb. Know it by both names, and remember that it is always a **Noun** or a **Pronoun**, or a **group of words** equivalent to a Noun.

88. Read and examine carefully these two sentences—

1. "The river runs."

2. "The sportsman shot a bird."

The Verb "*runs*" here states what its Subject (*river*) **does**; viz., "The river runs;" and the sense is perfect. You don't think of asking, "The river runs (what?);" for the action of running is not **done** to anything. In the second sentence it is quite different. The Verb "*shot*" states what its Subject (the *sportsman*) **did**; viz., the sportsman **shot**; but the sense is *not* perfect until you know what the shooting **was done to**, which you may learn by putting (WHAT?) after "*shot*," thus, "The sportsman shot (what?)." Ans. "A bird." "*Bird*" is necessary to complete the sense, and is called the **DIRECT OBJECT** of the verb "*shot*." The Direct Object is often called the **Objective Case** governed by the Verb. Know it by both names; and remember that it is always a **Noun**, or a **Pronoun**, or a **group of words** equivalent to a Noun.

CLASSIFICATION OF VERBS.

89. Verbs are divided according to their nature and meaning into two classes:—

1. **Transitive Verbs.**

2. **Intransitive Verbs.**

90. The action of a Transitive Verb is done to something; as, "The smith shod the horse," "Charles was beheaded." The action of shoeing was done to the horse, and the action of beheading was done to Charles; therefore, "shod" and "was beheaded" are Transitive Verbs. What the action of a Transitive Verb is done to, is called the Object of the Action. "Horse" is the Object of the Verb "shod," and "Charles" is the Object of the Verb "was beheaded." The Object of the Action is called the Direct Object when it follows the Verb thus: "The smith shod the horse" (see § 88); but it may be used as

| | | |
|--|----------------|---------------------|
| <i>Trans.</i> | <i>Direct</i> | |
| <i>Verb.</i> | <i>Obj.</i> | |
| the Subject of the Verb; e.g., "Charles was beheaded." | | |
| | <i>Subject</i> | <i>Trans. Verb.</i> |
| | and | |
| | <i>Object.</i> | |

91. The action of an Intransitive Verb (if it expresses action) is not done to anything; as, "The child is weeping." "The wind blows."

"Is weeping" and "blows" are Intransitive Verbs.

92. Most Verbs imply action, but some do not. Here are examples—

"John is a good boy."
 "The bill remains due."
 "Smith became a good scholar."
 "Lazarus sleeps."

MEANING OF ACTIVE VOICE AND PASSIVE VOICE.

93. Look at the following statement:—

"John found a purse."

Here "John" is the SUBJECT of the Verb "found," and "purse" is its Object; that is, "purse" is what the action was done to. But John, the Subject, is also the doer of the action, as you may see by asking, "Who did it?" or "Who found a purse?" Ans. "John." The Verb "found" is, for this reason, said to be in the ACTIVE VOICE.

Definition.—When the **Subject** of a Verb **does** the action, the Verb is said to be in the **ACTIVE VOICE**.

94. Look at this statement—

“A purse was found by John.”

Here “*purse*” is the **SUBJECT** of the Verb “*was found*,” because it answers the question “What was found?”
Ans. “A purse.” It is also the **OBJECT** of the action expressed by the Verb; because the action *was done to the purse*. The **Object** of the action is therefore made the **Subject** of the Verb, and “*was found*” is, for this reason, said to be in the **PASSIVE VOICE**.

Definition.—When the action expressed by a *Transitive* Verb is **done to the Subject**, the Verb is said to be in the **PASSIVE VOICE**.

95. The **ACTIVE** may be changed to the **PASSIVE** voice without altering the meaning of the sentence. Thus we can say—

Active Voice.
 The master taught James.

I lost a halfpenny.
 James struck Frank.
 Jane likes Mary.
 Tom should learn music.

Passive Voice.
 James was taught by the master.
 A halfpenny was lost by me.
 Frank was struck by James.
 Mary is liked by Jane.
 Music should be learned by Tom.

96. Be sure that you thoroughly understand the following:—

(a) The **Object** of the **Action** of a *Transitive* Verb means simply the **Noun**, **Pronoun**, or equivalent of a **Noun**, which denotes what the action *is done to*; as, “James was struck.” “John struck James.”

Object. Trans. Verb.

Tr. Verb. Object.

(b) When the Voice is **Active**, the *Object of the Action* is the **Direct Object** or *Objective Case governed by the Verb*; and the *doer* or *agent* of the action is the **Subject** or **Nominative**; as, “John struck James.”

Subject *Act.* *Direct*
 and *Voice.* *Obj.*
Agent.

(c) When the Voice is **Passive**, the *Object of the Action* becomes the **Subject** of the Verb, and the *agent*, when ex-

pressed, is indicated by means of the Preposition "*by*," as,
"James was struck by John."

| | | |
|----------------|---------------------|---------------|
| <i>Subject</i> | <i>Pass. Voice.</i> | <i>Agent.</i> |
| and | | |
| <i>Object.</i> | | |

THE INFINITIVE.

97. That form of the Verb which takes the word "*to*" before it, is called the **Infinitive** ; e.g., *to learn, to sing, to be praised, to be punished.* When a Verb takes this form it does not state, command, or ask ; but either simply names or expresses in a general way, whatever idea the Verb implies ; whether of "*doing*," "*being done to*," or "*being*." The Infinitive thus partakes of the nature of a Noun, and is indeed sometimes the equivalent of one ; e.g. :—

"To learn is profitable."

"Nobody likes to be punished."

Here the Infinitives "*to learn*" and "*to be punished*" are equivalent to the Abstract Nouns "*learning*" and "*punishment*." "*To learn*" is the Subject of the Verb "*is*," and "*to be punished*" is the Direct Object of the Verb "*likes* ;" thus :—

| | | |
|-------------------------------|---|--------------------------------|
| <i>To learn</i> is profitable | = | <i>Learning</i> is profitable. |
| <i>Infinitive.</i> | | <i>Abstract Noun.</i> |

| | | |
|------------------------------------|---|---------------------------------|
| Nobody likes <i>to be punished</i> | = | Nobody likes <i>punishment.</i> |
| <i>Infinitive.</i> | | <i>Abstract Noun.</i> |

The word "*to*" belongs to the Verb, in such cases, and is not to be parsed as a Preposition ; it is simply the sign of the Infinitive.

For further information on the Infinitive, see § 193 to § 195 inclusive.

PARTICIPLES.

98. The form of the Verb which ends in *ing* is called the **Present Participle** ; as, *singing, working.* Another form which ends in *ed, d, t, en, n, &c.*, is called the **Past Participle** ; as, *loved, heard, burnt, written, lain.* Participles in *ing* and the Past Participles of Transitive Verbs

may be used purely as **Adjectives**; as, a *singing* bird, a *wounded* soldier. Participles often form the **chief parts** of **stating Verbs**; as, "The bird *is singing*," "I *have written* a letter," but in such cases, they are not to be parsed separately as Participles. You may find the Past Participle by trying "**I have**" before the Verb. Thus, you can say, "I *have seen*," "I *have written*," but not "I *have saw*," "I *have wrote*;" *seen* and *written* are therefore Past Participles.

Participles *participate* in the nature of both Verbs and Adjectives, hence their name.

For further information, see § 196 to § 202, inclusive.

Exercise 10.

(a.) Write out six **Assertions**, six **Questions**, and six **Commands**, using different Verbs.

(b.) Supply **omitted Subjects** in the following :—

— is called the New World. — have branches. — is the capital of Ireland. — roar. — fly. — conquered Napoleon. — is an article of food. — is commendable. — swim.

Supply **Direct Objects** which are omitted :—

William tore —. James took —. Who killed —? Jane sang —. The mason built —. He spent —. He felled —. Bob hurt —. The master praised —. The boy loves —.

(c.) Change the following Verbs from the **Active Voice** to the **Passive Voice** without altering the sense :—

The sun gives light. Joiners make chairs. They weeded the field. The hound caught a hare. The maid has milked the cow. The sparrow killed cock-robin. James will build a house. The farmer had sown the seed. The farmer will have sown the seed by next May. John makes fair promises.

(d.) Change the following Verbs from the **Passive** to the **Active Voice** without altering the sense :—

The town is taken by the soldiers. Osman was wounded by a bullet. John has been praised by the master. William will be punished by his father. Paris was besieged by the Germans. The Livingstone River was traced by Stanley. Good boys are loved by their teachers. The window had been left open by the servant. Your time has been wasted. Frank might have been killed by the horse.

(c.) Tell the **Infinitive**, the **Present Participle**, and the **Past Participle** of the Verbs which occur in the following :—

The tree fell. The canary flew away. James won the game. The door is shut. The gun burst. Frank worked his sum. Come nearer me. I hear the music. Do you like music? The grass has been mown. John spilled the ink. The cart turns on its axis.

ADVERB.*

99. An **ADVERB** is a word which modifies the meaning of a **Verb**, an **Adjective**, or another **Adverb**; as,

"He acted *wisely*" (Adv. "*wisely*," modifying a Verb).

"The sun is *very* bright" (Adv. "*very*," modifying an Adj.).

"He ran *too* fast" (Adv. "*too*," modifying Adv. "*fast*").

100. Adverbs are used with Verbs to mark the **when**, the **where**, and the **how** of the actions which the Verbs express; as, "The horsemen *then* rode *away* *quickly*." Here the Adverbs are *then*, *away*, and *quickly*; "*then*" marking **when** they rode, "*away*" **where** they rode, and "*quickly*" **how** they rode.

101. Adverbs modifying Adjectives and other Adverbs may be easily known by their answering the question, "**How?**" addressed to the Adjective or Adverb; as, "John is *very* diligent, *rather* diligent, *exceedingly* diligent, *too* diligent." **Very**, **rather**, **exceedingly**, and **too** are Adverbs modifying the Adjective *diligent*, and may be known by their answering the question, "**How** diligent?" In the sentence "John is well," "*well*" is an Adverb modifying the Verb *is*; but by asking "**How** well?" you may find Adverbs to modify "*well*," viz. *very* well, *pretty* well, *quite* well, *exceedingly* well. **Very**, **pretty**, **quite**, and **exceedingly** are Adverbs modifying another Adverb, "*well*."

102. Adverbs are classed as follows :—

| | | |
|--|---|--|
| Adverbs of manner , marking how an action is done; as, | } | well, ill, slowly, quickly, badly, &c. |
|--|---|--|

* From Lat. *ad* = to, and *verb*.

| | |
|---|--|
| Adverbs of time, marking when ; as, | { afterwards, immediately, now, then, when, &c. |
| Adverbs of place, showing the where of an action ; as, | { here, there, where, hither, thither, whither, hence, thence, whence, &c. |
| Adverbs of degree, modifying Adjectives and Adverbs ; as, | { very, too, almost, no, somewhat, much, quite, exceedingly, &c. |
| Adverbs of order, marking sequence ; as, | { first or firstly, secondly, thirdly, next, &c. |
| The negative Adverb, | not. |

103. Yes and no are not to be parsed as Adverbs, but as Word-sentences, in the following :—“Have you dined ?” Ans. “No.” = “I have not dined.” “Honest friend, is that ass your own ?” Ans. “Yes.” = “The ass is my own.” A Word-sentence is a sentence compressed into a single word.

104. Adverbs of manner are formed from Adjectives by adding “ly ;” thus—

| ADJECTIVE. | ADVEBB. | ADJECTIVE. | ADVEBB. |
|---------------------------------------|---------|-------------------------------------|---------|
| <i>Just</i> becomes <i>justly</i> . | | <i>Hard</i> becomes <i>hardly</i> . | |
| <i>Bad</i> „ <i>badly</i> . | | <i>Foolish</i> „ <i>foolishly</i> . | |
| <i>Diligent</i> „ <i>diligently</i> . | | <i>Nice</i> „ <i>nicely</i> . | |

By constructing sentences containing Adjectives and their derived Adverbs, you may easily learn the different uses of these two parts of speech ; as, “That *just* man was not *justly* treated ;” “Charles told his *remarkable* story *remarkably* well ;” “The plan was a *wise* one, and it was *wisely* executed.”

105. The same word may often be used both as an Adjective and as an Adverb :—“He is the *very* man” (*very*, an Adjective). “He is *very* sick” (*very*, an Adverb). “I have a *pretty* flower” (*pretty*, an Adjective). “I have *pretty* good health” (*pretty*, an Adverb). “The man told me *the* news” (*the*, a Demonstrative Adjective). “The more I know him *the* better I like him” (*the*, an Adverb).

The same word may often be used both as an Adverb and as a Conjunction ; e.g., “Where are you ?” (*where*, an Adverb). “I am standing *where* I was placed” (*where*, a Conjunction).

Exercise 11.

(a.) Point out all the Adverbs in the following, put each into its proper class, and tell the word it modifies.

I thought it hard enough to turn a grindstone so long on a cold day; but to be now rudely called a little rascal was quite too much for me to bear patiently. It sank very deep in my mind, and often have I thought of it since. When I see a merchant over attentive to his customers, politely begging them to take a little brandy, I always think with myself, "That man has an axe to grind." Come back again soon. Slowly and sadly we laid him down.

(b.) Make short sentences, each containing one of the following Adjectives, and an Adverb formed from it.

Severe, harsh, rude, cold, large, sweet, bitter, common, distant, ancient.

 THE PREPOSITION.*

106. **PREPOSITIONS** are words placed before Nouns or Pronouns to connect them with and show their relation to Verbs, Adjectives, or other Nouns or Pronouns; as, "An owl anxious *for* supper, sat *upon* a wall *behind* an old ruin, *with* the intention of seizing any mouse or little bird that might come *near* it."

For, upon, behind, with, of, and near are Prepositions. "*For*" joins and relates the Noun "*supper*" to the Adjective "*anxious*" (anxious *for* supper); "*upon*" joins and relates the Noun "*wall*" to the Verb "*sat*" (sat *upon* wall); "*behind*" joins and relates the Noun "*ruin*" to the Noun "*wall*" (wall *behind* ruin); "*with*" joins and relates the Noun "*intention*" to the Verb "*sat*" (sat *with* the intention); "*of*" joins and relates the Verbal Noun "*seizing*" to the Noun "*intention*" (intention *of* seizing); and "*near*" joins and relates the Pronoun "*it*" to the Verb "*might come*" (might come *near* it).

NOTE.—When you parse a word as a Preposition, you are expected to be able to name the words it connects.

107. The Noun or Pronoun following a Preposition is called its **Object**, and is said to be in the **Objective**

* Derived from Lat. *præpositus* = placed before.

Case governed by it ; as, "He is *at* the *door*," "He is *beside* *me*." *Door* and *me* are in the Objective Case, ^{Prep.} ^{Object.} because each is the Object of a Preposition. Prepositions are thus said to govern the Objective Case of Nouns and Pronouns.

108. The nature of the relations expressed by Prepositions may be best learned from a few examples. For instance: the floor is *beneath* the ceiling, the ceiling *above* or *over* the floor, the desks *upon* the floor, the boys *in* the desks, the master *among* or *before* the boys, and the boys *beside* each other. Beneath, above, over, upon, in, among, before, and beside are Prepositions that denote how the objects which are here supposed to be at rest, are related to each other.

In the following examples, the Prepositions *along*, *after*, *across*, *up*, *past*, *down*, *into*, and *round*, express relations implying motion :—"Go *along* that path and I will go *after* you." "Come *across* the field." "Smoke goes *up* the chimney." "He went *past* the house." "John is going *down* the street." "Come *into* the room." "Magellan sailed *round* the world."

109. Many Prepositions may be used as Adverbs ; as, "Come *along*." "Go *up*." "Walk *in*." "Stand *off*." "He stayed *outside*." "The train ran *past*."

110. Such phrases as—*in spite of*, *for the sake of*, *by reason of*, *by means of*, are called Compound Prepositions ; as, "He is happy *in spite of* his poverty." "He succeeded *in consequence of* his diligence."

111. The following are some of the most common Prepositions :—

| | | | |
|--------|------------|---------|------------------|
| at | below | on | towards |
| about | between | through | upon |
| above | beyond | over | under |
| across | concerning | past | within |
| after | during | to | without |
| along | for | up | in behalf of |
| amidst | from | since | by means of |
| before | in | with | for the sake of. |
| behind | of | till | in regard to. |

Exercise 12.

(a.) Pick out the Prepositions in the following, and show what words they connect and relate :—

A writer upon bees mentions that he was once assisted by his maid-servant in hiving a swarm. Being rather fearful, she put a cloth over her head and shoulders. When the bees were shaken off the tree on which they had alighted, the queen probably settled on the cloth ; for the whole swarm covered it, and getting under it spread themselves over her face and neck. She was with difficulty kept from running off ; but at length her master, having quieted her fears, began to search for the queen.

An old man, famous for his obliging disposition, was riding upon an ass towards the nearest market town ; whilst his little boy, almost crippled with walking, was trudging on foot behind him.

(b.) Supply the omitted Prepositions :—

James travelled — Belfast — Dublin — train — Friday. He stayed — the night — a hotel, and — the next morning started — Kingstown. Taking the steamboat, he sailed — the channel — Holyhead — company — several passengers. — Holyhead he took train — Chester — the Dee. The train passed — the Menai Strait, —, Caernarvonshire, — a bridge. As he passed — the Welsh coast, he was so charmed — the scenery — him that the time seemed short until he arrived — Chester.

THE CONJUNCTION.*

112. **CONJUNCTIONS** *join together sentences* and sometimes words, but their *chief use* is to connect sentences ; as, "My brother is come, *but* I have not seen him ;" "Birds fly *and* fishes swim ;" "*Neither* James *nor* William came."

113. Conjunctions often *seem* to connect words when they *really* join sentences. The two following examples will make this clear :—

1. "John *and* James are good boys."

This is equivalent to the two sentences—"John is a good boy," "James is a good boy," which we unite by the Conjunction *and*, and contract into the expression, "John *and* James are good boys."

2. I wish *neither* poverty *nor* riches."

* Derived from Lat. *conjungere* = to join together.

This is equivalent to the two sentences :—

“I wish not poverty,” “I wish not riches,”

which we combine into one by means of the negative Conjunctions *neither* and *nor*, and contract into—“I wish *neither* poverty *nor* riches.”

114. The Conjunction *and* really connects words in the following :—

“Her coach *and* four draws up to the door.”

“Bread *and* honey is good.”

“The cap cost three-*and*-sixpence.”

“‘I,’ said the sparrow, ‘with my bow *and* arrow.’”

Observe that the connected words express but one idea.

115. Classification of Conjunctions.

Some Conjunctions are mere connectives, whilst others mark various relations between the sentences which they join ; and this being the principle on which they are classified, we shall illustrate their classification by using *different kinds* of Conjunctions to unite a few pairs of suitable easy sentences ; thus—

- (a) You help Frank, **and** Frank helps you.
 You help Frank, **also** Frank helps you.
 You help Frank, **likewise** Frank helps you.
 You help Frank, **moreover** Frank helps you.
 You help Frank, **further** Frank helps you.

And, also, likewise, moreover, and further, unite the meanings of the sentences which they connect, and are hence called **Copulative Conjunctions**.

- (b) You trust Frank, **but** Frank distrusts you.
 You trust Frank, **although** Frank distrusts you.
 You trust Frank, **yet** Frank distrusts you.
 You trust Frank, **notwithstanding** Frank distrusts you.

But, although, yet, and notwithstanding, connect sentences *opposed* in meaning, and are hence called **Contrasting Conjunctions**.

- (c) **Either** you saw Frank, **or** Frank saw you.
 You **neither** saw Frank, **nor** did Frank see you.

Either, neither, or, and nor, are called **Distributive Conjunctions**. Notice that *or* follows *either*, and *nor* follows *neither*.

These last two kinds make up the larger class of **Disjunctive Conjunctions**.

- (d) I help Frank, **because** Frank helps me.
 I help Frank, **seeing that** Frank helps me.
 I help Frank, **so** Frank helps me.
 I help Frank, **therefore** Frank helps me.
 Frank works hard, **that** he may succeed.
 Frank works hard, **in order that** he may succeed.

Because and *seeing that* are Conjunctions denoting **Cause**; *so* and *therefore* denote **Reason**; *that* and *in order that* denote **Purpose**.

- (e) Tom would help Frank, **if** he helped Tom.
 Tom would help Frank, **provided that** he helped Tom.
 Keep Tom and Frank apart, **lest** Frank strike Tom.

If and *provided that* are Conjunctions denoting a **Condition**; *lest* denotes a **Possibility**.

- (f) I bow to James **when** he bows to me.
 John goes **wherever** James goes.
 John told me **how** he did it.
 John told me **why** he did it.

Conjunctions, such as *when, wherever, how, and why*, express *adverbial relations* of **Time, Place, Manner, &c.**, and are therefore called **Adverbial Conjunctions**. They are often called **Relative Adverbs**. Compare § 73 on the conjunctive use of the **Relative Pronoun**. This is the easiest way of becoming familiar with the *nature and uses* of Conjunctions.

116. Conjunctions are not always placed between the sentences they join. Thus you can say—

"I'll stay **if** you go," or "**If** you go I'll stay." "I'll leave **when** you come," or "**When** you come I'll leave." "I saw John **after** the school was dismissed," or "**After** the school was dismissed I saw John."

117. A group of words having the force of a Conjunction is called a **Compound Conjunction**; as, *in order that, forasmuch as, as well as, provided that, seeing that*.

Exercise 13.

(a.) Point out the Conjunctions in the following, and show the sentences they connect:—

Our clothing, as you know, is made of wool; but this substance is not selected because it imparts warmth. The meeting was not advertised, so there were few present. The crops are good; for the ground is rich, and the weather has been favourable. John and James work hard, therefore they are happy. Mind your business, else you won't succeed. Though he reproved me sharply, yet I can reckon him as a friend. Let us have a walk along the shore before the tide ebbs.

“ Though my wallet was scant, I remembered his case,
Nor refused my last crust to his pitiful face;
But he died at my feet on a cold winter's day,
And I played a lament for my poor dog Tray.”

(b.) Supply the Conjunctions which are omitted:—

Summer is warm — winter is cold. — the bear is surly — it may be tamed. You have never deceived me — I trust you. — Jane — Mary have won prizes. Nothing would live — the sun did not shine. You should call — you are in the neighbourhood. John — James walk — William drives. Dogs are blind — they are nine days old. You must know the tables — you can make progress in arithmetic.

 THE INTERJECTION.*

118. INTERJECTIONS are exclamations thrown in among other words to call attention; as, *Ho!* or to express some strong sudden feeling; as, *Ah!* *Oh!* *Alas!* *Hurrah!*

Exercise 14.

Point out the Interjections in the following:—

Hark! the lark is singing. Lo! the sun is set. What! would you dare to disobey? Oh! the pain was dreadful. Silence! at once. Hush! walk gently. Alas! I never saw him again. Hurrah! on to the charge. Up! up! let us a voyage take. Tush! 'tis some fool has rung and run away. A pretty story, forsooth! Bravo! well done! now only one more effort is needed. Liberty, property, and old England for ever, huzza!

* Derived from Lat. *interjectus* = thrown among.

SIMPLE PARSING.

119. **Simple parsing** is the classifying of words according to the *uses they serve* in the sentence.

To do this correctly, you must know well the **definitions** of the eight parts of speech, and the **general meaning** of the passage to be parsed. Before attempting to parse words, you should read the sentence slowly and thoughtfully, and then trust to **common sense** as your guide in detecting the special uses of the different words. Parsing is a mere exercise of common sense, once you know what the parts of speech mean.

Guessing must be avoided above all things, for the same word may be used for different purposes in the same sentence; that is, a word may be a certain part of speech in one place, and a different part of speech in another. The next paragraph will illustrate this.

120. **Examples of the same word put to different uses.** The word **that** is used as *three* different parts of speech in the sentence, "*That* boy says *that* he has the book *that* you lost." The first *that* is a **Demonstrative Adjective**; the second, a **Conjunction**; the third, a **Relative Pronoun**. *Save* is a **Preposition** in—"All is still, *save* the ceaseless moan of the bubbling rill;" but a **Verb** in "God *save* the Queen." In "His word is *as* good *as* his bond (is)," the first *as* is an **Adverb** modifying *good*; the second, a **Conjunction** connecting the two sentences; and in "He welcomed such *as* came," *as* is a **Relative Pronoun**. In "He is *somewhat* better," *somewhat* is an **Adverb** modifying *better*; but in "I have *somewhat* against thee," the same word is an **Indefinite Pronoun**. "He is not *half* prepared," *half*, an **Adverb**; "*Half* loaf is better than no bread," *half*, an **Adjective**; "The *half* is less than the whole," *half*, a **Noun**. "He is *no* better," *no*, an **Adverb**; "I saw no person," *no*, an **Adjective**; "Were you there?" Ans. "*No*" = "I was not there," *no*, a **Word-sentence**. "*What* are you doing?" *what*, an **Interrogative Pronoun**; "*What* country is this?" *what*, an **Adjective**; "I have found *what* I wanted;" *what*, a **Relative Pronoun** = "that which." "*What* with the roquelaure, and *what* with the weather, *it will give your honour your death*," *what*, an **Adverb**.

(meaning *partly*); "What / are all silent?" *what*, an **Interjection**. "What is a useful word," *what*, a **Noun**.

MODEL OF SIMPLE PARSING.

121. "Alas ! I have been sadly deceived : in early life I was too hopeful, for I received then so many fair promises."

| WORD. | CLASS. | BECAUSE |
|-----------|-------------------------|---|
| Alas ! | an Interjection | it is an <i>exclamation</i> . |
| I | a Pers. Pron. | it <i>stands for the name</i> of a person. |
| have been | a Verb | it <i>states</i> . |
| deceived | (<i>pass. voice</i>)* | it <i>states</i> what has been <i>done to</i> "I," the Subject . |
| sadly : | an Adv. | it <i>modifies the Verb</i> "have been deceived." |
| in | a Prep. | it <i>connects and relates</i> "life" and "hopeful." |
| early | an Adj. | it <i>shows what</i> life. |
| life | a Noun | it is a <i>name</i> . |
| was | a Verb | it <i>states</i> . |
| too | an Adv. | it <i>modifies</i> "hopeful," showing <i>how</i> hopeful. |
| hopeful | an Adj. | it <i>describes the person</i> denoted by "I." |
| for | a Conj. | it <i>connects the sentences</i> going before and after. |
| received | a Verb. | it <i>states</i> . |
| | (<i>act. voice</i>)* | it <i>states</i> what "I," the subject , <i>did</i> . |
| then | an Adv. | it <i>tells when</i> "I received." |
| so | an Adv. | it <i>modifies the Adj.</i> "many." |
| many | an Adj. | it <i>tells the number</i> of promises. |
| fair | an Adj. | it <i>tells the kind</i> of promises. |
| promises | a Noun | it is a <i>name</i> . |

INFLECTION.

122. **Inflection** is the **change of form** to which some kinds of words are subject when their application is **varied**. For example, you would say :—One *lion*, but

* Children should be early taught to distinguish the **Active** from the **Passive Voice**.

two *lions*; a *lion's* paw, but two *lions'* paws; the *lion* has a mane, but the *lioness* has none; the boy *writes*, the boy *wrote*, the boy was *writing*, the boy has *written*; a *small* house, a *smaller* house, the *smallest* house. *Lions*, *lion's*, *lions'*, *lioness*, are **Inflections** of the Noun *lion*; *writes*, *wrote*, *writing*, *written*, are inflections of the Verb to *write*; and *smaller*, *smallest*, are inflections of the Adjective *small*.

123. The parts of speech which are inflected are the Noun, the Pronoun, the Verb, the Adjective, and the Adverb.

INFLECTIONS OF THE NOUN.

124. Nouns are inflected for **Number**, **Gender**, and **Case**.

NUMBER.

125. **Number** is that form of the Noun which denotes one or more than one.

126. There are two Numbers—the **Singular** and the **Plural**.

The **Singular** (or single) **Number** denotes *one* of anything; as, a *dog*, an *ass*, an *ox*, a *goose*.

The **Plural Number** denotes *more than one*; as, *dogs*, *asses*, *oxen*, *geese*.

127. The **Plural Number** is usually formed by adding to the **Singular** the letter *s*; as, *dog*, **Plural** *dogs*; *slate*, **Plural** *slates*.

But *es* is added to form the **Plural** if the **Singular** ends in *s*, *ss*, *x*, *sh*, *ch* (soft as in church), *z*, and *o* or *y* preceded by a consonant; as,

| <i>Singular.</i> | <i>Plural.</i> | <i>Singular.</i> | <i>Plural.</i> |
|------------------|----------------|------------------|----------------|
| gas | gases. | beech | beeches. |
| ass | asses. | fox | foxes. |
| rush | rushes. | topaz | topazes. |
| potato | potatoes. | duty | duties. |

Notice that *duty* changes *y* into *i* before adding *es*.

128. When the Singular ends in *f*, as *leaf*, or *fe* as *life*, the *f* usually becomes changed to *v* in the Plural ; as,

| <i>Singular.</i> | <i>Plural.</i> | <i>Singular.</i> | <i>Plural.</i> |
|------------------|-----------------|------------------|----------------|
| <i>leaf</i> | <i>leaves.</i> | <i>life</i> | <i>lives.</i> |
| <i>loaf</i> | <i>loaves.</i> | <i>wife</i> | <i>wives.</i> |
| <i>shelf</i> | <i>shelves.</i> | <i>knife</i> | <i>knives.</i> |

129. Seven Nouns form the Plural by changing a vowel in the middle of the word. They are :—

| <i>Singular.</i> | <i>Plural.</i> | <i>Singular.</i> | <i>Plural.</i> |
|------------------|----------------|------------------|----------------|
| <i>man</i> | <i>men.</i> | <i>goose</i> | <i>geese.</i> |
| <i>woman</i> | <i>women.</i> | <i>tooth</i> | <i>teeth.</i> |
| <i>foot</i> | <i>feet.</i> | <i>louse</i> | <i>lice.</i> |
| | | <i>mouse</i> | <i>mice.</i> |

130. A few Nouns add *en* to the Singular to make the Plural ; as,

| <i>Singular.</i> | <i>Plural.</i> | <i>Singular.</i> | <i>Plural.</i> |
|------------------|------------------|------------------|--------------------------|
| <i>ox</i> | <i>oxen.</i> | <i>child</i> | <i>children.</i> |
| <i>brother</i> | <i>brethren.</i> | <i>cow</i> | <i>kine = cowen.</i> |

131. Some Nouns have two Plural forms, each with a different meaning ; as,

| | |
|-----------------|---|
| Brother, | { <i>brothers</i> , sons of the same parents. <i>brethren</i> , members of the same society. |
| Die, | { <i>dies</i> , for stamping with. <i>dice</i> , for playing. |
| Genius, | { <i>geniuses</i> , men of genius. <i>genii</i> , fabulous spirits. |
| Pea, | { <i>peas</i> , as four <i>peas</i> , denoting number. <i>pease</i> , as a dish of <i>pease</i> , denoting quantity. |
| Penny, | { <i>pennies</i> , as four <i>pennies</i> , denoting number. <i>pence</i> , as four <i>pence</i> , denoting sum. |

132. Some Nouns, as *salmon*, *deer*, *sheep*, have no Plural form, although they are used in both numbers. Thus we say one *sheep* or ten *sheep*, but not ten *sheeps*; one *deer* or ten *deer*, but not ten *deers*.

133. The following kinds of Nouns are used **only in the Singular** :—

- (a) **Names of materials** ; as, *gold, silver, brass.*
- (b) **Names of qualities** ; as, *strength, goodness.*
- (c) **Proper Nouns** ; as, *William, Ireland, Dublin.*

Proper Nouns, as such, cannot be used in the Plural, a Proper Noun being the name of an individual ; as *Henry, Mary*. But when such names are used to denote **classes**, as, a *Cromwell*, the *Henrys*, the *Marys*, they may be Plural ; but they are then Common Nouns.

134. The words—*scissors, tongs, trousers, &c.*, have no **Singular form** ; we never say a *scissor*, a *trowser*, a *tong*. Such Nouns are *naturally* Plural.

135. **Adopted foreign Nouns**, as a rule, keep their native Plurals. Their tendency, however, is to assume the regular English Plural, and thus we have such words as *cherub* with two Plural forms—*cherubs* and *cherubim*.

136. The following are foreign Nouns with their native Plurals :—

| <i>Singular.</i> | <i>Plural.</i> | <i>Singular.</i> | <i>Plural.</i> |
|------------------|------------------|------------------|---------------------|
| datum | data (Lat.) | cherub | cherubim (Heb.) |
| monsieur | messieurs (Fr.) | conversazione | conversazioni (It.) |
| phenomenon | phenomena (Gr.) | madame | mesdames (Fr.) |
| bandit | banditti (Ital.) | locus | loci (Lat.) |

Exercise 15.

(a.) Tell the **Plural** of the following Nouns in the **Singular** :—

Wife, hat, goose, ox, button, top, ass, horse, cow (two plurals), wolf, an alms, brother (two plurals), knife, potato, city, cargo, calf, day, guinea, penny (two plurals), box.

(b.) Tell the **Number** of the following Nouns :—

Mice, women, deer, daisy, rubies, sheep, kine, cattle, vale, sheaves, workmen, cherubim, tongues, madame, phenomena, messieurs, goodness, strength, feet, mistress, tongs, cheese, trees, breezes, brush, oxen, swine, John, group, lungs, a deer, an apparatus.

(c.) Correct the following, as necessary :—

Feets, boots, treeses, breezes, handses, oxes, horses, shoe, shoeses, *trousers*, mouses, a teeth, a mice, almses, scissor, monsiours.

GENDER.

137. **Gender** is that form of a Noun or Pronoun which denotes whether we are speaking of **males** or **females**, or **things without life**.

138. The names of **males** are said to be of the **Masculine Gender**; as, *father, brother, king*.

139. The names of **females** are said to be of the **Feminine Gender**; as, *mother, sister, queen*.

140. The names of **lifeless things** are said to be of the **Neuter Gender**; as, *pen, desk, rock*.

141. Names that may be applied to either **males** or **females** are said to be of the **Common Gender**; as, *teacher, parent, pupil*.

The **Common Gender** is, strictly speaking, **no Gender**.

142. The **Masculine** and **Feminine** Genders are distinguished in **three ways**, as follows:—

1. By a different word; as—

| <i>Masculine.</i> | <i>Feminine.</i> | <i>Masculine.</i> | <i>Feminine.</i> |
|-------------------|------------------|-------------------|------------------|
| bachelor | maid, spinster. | hart | roe. |
| beau | belle. | horse | mare. |
| boar | sow. | husband | wife. |
| boy | girl. | king | queen. |
| bridegroom | bride. | lad | lass. |
| brother | sister. | lord | lady. |
| buck | doe. | man | woman. |
| bull | cow. | master | mistress. |
| bullock, ox, | } heifer. | nephew | niece. |
| steer | | papa | mamma. |
| cock | hen. | ram | ewe. |
| colt | filly. | sir | madam. |
| dog | bitch. | sloven | slut. |
| drake | duck. | son | daughter. |
| earl | countess. | stag | hind. |
| father | mother. | swain | nymph. |
| friar or monk | nun. | uncle | aunt. |
| gander | goose. | widower | widow. |
| gentleman | lady. | wizard | witch. |

2. By a different termination ; as—

| | | | |
|------------|---------------|-----------|----------------|
| abbot | abbess. | jew | jewess. |
| actor | actress. | lion | lioness. |
| ambassador | ambassadress. | marquess | } marchioness. |
| author | authoress. | marquis | |
| baron | baroness. | mayor | mayoress. |
| benefactor | benefactress. | patron | patroness. |
| conductor | conductress. | peer | peeress. |
| count | countess. | poet | poetess. |
| czar | czarina. | priest | priestess. |
| deacon | deaconess. | prince | princess. |
| duke | duchess. | prophet | prophetess. |
| elector | electress. | protector | protectress. |
| emperor | empress. | shepherd | shepherdess. |
| enchanter | enchantress. | songster | songstress. |
| executor | executrix. | sorcerer | sorceress. |
| giant | giantess. | sultan | { sultana. |
| governor | governess. | | { sultana. |
| heir | heiress. | testator | testatrix. |
| hero | heroine. | tiger | tigress. |
| host | hostess. | traitor | traitress. |
| hunter | huntress. | viscount | viscountess. |

3. By putting a Masculine or Feminine word before or after a Noun of the Common Gender ; as—

| | | | |
|--------------|---------------|-------------|-------------|
| man-servant | maid-servant. | he-ass | she-ass. |
| male-child | female-child. | he-bear | she-bear. |
| cock-sparrow | hen-sparrow. | turkey-cock | turkey-hen. |
| he-goat | she-goat. | pea-cock | pea-hen. |

Exercise 16.(a.) Tell the **Feminine** of the following Nouns :—

Horse, boy, count, priest, lad, brother, ram, nephew, bullock, drake, sultan, czar, stag, baron, nephew, pea-cock, hero, king, emperor, lion, cock-sparrow, giant, husband.

(b.) *Distinguish the following Nouns as of the Masculine, Feminine, Common, or Neuter Gender :—*

Teacher, table, chair, cow, parent, tiger, queen, minister, bird, prince, czarina, colt, book, month, drake, daughter, poet, carpenter, scholar, slate, child, father, sun.

CASE.

143. A Noun (or Pronoun) may be employed in a sentence as—

(a) The **Subject of the Verb** (see § 87) ; as,“ Honey is sweet. ” “ He was praised. ”Subj. Verb.Subj. Verb.

(b) The Direct Object of a Transitive Verb (see § 88); as,

| | | | |
|------------------------------|---------------|-----------------------------|---------------|
| "Bees gather <i>honey</i> ." | | "John praised <i>him</i> ." | |
| <i>Trans.</i> | <i>Direct</i> | <i>Trans.</i> | <i>Direct</i> |
| <i>Verb.</i> | <i>Obj.</i> | <i>Verb.</i> | <i>Obj.</i> |

(c) The Object of a Preposition (see § 107); as,

| | | | |
|---------------------------------|----------------|----------------------------|----------------|
| "Jack is in the <i>house</i> ." | | "Tom is with <i>him</i> ." | |
| <i>Prep.</i> | <i>Obj. of</i> | <i>Prep.</i> | <i>Obj. of</i> |
| | <i>Prep.</i> | | <i>Prep.</i> |

(d) The Name of the Possessor of something; as,

| | | | | | |
|-----------------------|--|-------------------|--|-------------------|--|
| "A <i>man's</i> hat." | | "John's farm." | | "My book." | |
| <i>Possessor.</i> | | <i>Possessor.</i> | | <i>Possessor.</i> | |

These different *uses* of the Noun (or Pronoun) are called **Cases**. Case, however, is often defined as the form a Noun (or Pronoun) assumes, in order to denote its relation to some other word in the same sentence.

144. Nouns have three Cases :—

1. The Nominative (or Subjective) Case.
2. The Objective Case.
3. The Possessive Case.

The Nominative and Objective of English Nouns are spelt alike, and must be distinguished from each other by the *position* and *use* of the Noun in the sentence.

Personal Pronouns have forms for each of the three Cases.

145. When a Noun (or Pronoun) is made the Subject of a Verb, it is said to be in the Nominative Case; as,

- | | |
|--|---|
| 1. " <i>Frank</i> leaps." | 2. " <i>Bob</i> was struck." |
| <i>Subj.</i> <i>Verb.</i> | <i>Subj.</i> <i>Verb.</i> |
| 3. "Does <i>Jane</i> sing?" | 4. "Be (<i>thou, ye, or you</i>) silent." |
| <i>Verb.</i> <i>Subj.</i> <i>Verb.</i> | <i>Verb.</i> <i>Subj.</i> |

1. *Frank* is Nominative Case to the Verb *leaps*.
2. *Bob* is Nominative Case to the Verb *was struck*.
3. *Jane* is Nominative Case to the Verb *does sing*.
4. *Thou, ye, or you* is Nominative Case to the Verb *be*.

Notice that *Frank* and *Bob* precede their Verbs in the asserting sentences (1) and (2); but that in the question,

"Does Jane sing?" and in the *command*, "Be (thou, ye, or you) silent," the Nominative Case comes second in order. The Nominative to a commanding Verb is always *thou, ye, or you*: it may be expressed, as "Be *ye* perfect;" but it is usually understood.

The word *Nominative* means *naming*. The Nominative Case names the *Subject* of the Verb, and is therefore often called the *Subjective Case*.

146. When a Noun (or Pronoun) is the **Direct Object** of a Transitive Verb, or the **Object** of a Preposition expressed or understood, it is said to be in the **Objective Case**; as,

1. "Jack built a *house*."

Trans. Direct
Verb. Obj.

2. "The pen is in my *hand*."

Prep. Obj. of
Prep.

3. "James bought his *son* a *book*" = "James bought (*for*) his *son* a *book*."

Prep. Obj. of Direct
Prep. Obj. of
bought.

1. *House* is the Direct Object of the Trans. Verb *built*, therefore *house* is Objective Case governed by the Verb *built*.

2. *Hand* is the Object of the Preposition *in*, therefore *hand* is Objective Case governed by the Preposition *in*.

3. *Son* is the Object of the Preposition *for* (understood), and is therefore Objective Case governed by *for*. This is called the **Indirect Object** of the Verb, which often corresponds to the *Dative Case* in *Latin*. *Book* is the Direct Object, or Objective Case governed by *bought*.

147. When a **Relative Pronoun** is a Direct Object, it naturally goes before the Verb which governs it; as, "This is the house *which* Jack built." "*Which* Jack

Direct Obj. Verb.

built" = "Jack built *which*." Remember this, and also *what* is meant by the Indirect Object.

148. When a Noun (or Pronoun) denotes the possessor of something, it is said to be in the **Possessive Case**; as, Mary's dress, Joseph's coat.

possessor.

possessor.

This is the only Case of English Nouns that may be known from the spelling of the word; the others must be thought out.

149. The Possessive Case is formed as follows:—

(a.) If the Nominative Case does not end in *s*, the Possessive is formed by adding to the Nominative (*'s*); as, dog, dog's; men, men's.

Nom. Poss. Nom. Poss.

(b.) But if the Nominative ends in *s* or an *s* sound, the Possessive is usually formed by adding (*'*) only; as, boys, boys'; Moses, Moses'; justice, justice'.

Nom. Poss. Nom. Poss. Nom. Poss.

Exceptions.—Proper names consisting of not more than two syllables, and ending in *s*, form the Possessive by adding *'s* when the added sound (*es*) is not unpleasant to the ear; as, "James's pen," "Thomas's book," "Chambers's Journal." We also write, an *ass's* cart, a *princess's* train.

Notice that *'s*, in such cases, is pronounced *es*.

150. A Noun in the Possessive Case may, without altering the sense, be changed to the Objective governed by the Preposition *of*; as, "William's ball" = "The ball *of* William." The Possessive of Neuter Nouns is usually expressed in this way: we say, "The leg *of* a chair," not "A *chair's* leg;" but the *regular* Possessive form is often used; e.g., "A *week's* wages," "A *year's* growth," "A *summer's* sun."

151. When a Noun stands as the name of a person addressed it is said to be in the "**Nominative of Address**;" as, "O *father*, I have got a prize!" "James, answer

Nom. of
Address.

Nom. of
Address.

me this question."

This Case corresponds to the Vocative in Latin, and should be called the **Vocative Case**.

There is also a **Nominative of Exclamation** ; as,

"O the *famine* and the *fever* !
 O the *wasting* of the *famine* !
 O the *blasting* of the *fever* !
 O the *wailing* of the *children* !
 O the *anguish* of the *women* !"

Famine, fever, wasting, blasting, wailing, and anguish,
 are in the **Nominative of Exclamation**.

NOTE.—Nouns thus used partake of the nature of **Interjections**.

152. Nouns are thus declined :—

| | <i>Singular.</i> | <i>Plural.</i> |
|--------------------------------|-----------------------------|----------------|
| <i>Nom. and Obj.</i> | Father. | Fathers. |
| <i>Poss.</i> | Father's. | Fathers'. |
| <i>Nom. and Obj.</i> | Man. | Men. |
| <i>Poss.</i> | Man's. | Men's. |
| <i>Nom. and Obj.</i> Moses. | <i>Nom. and Obj.</i> James. | |
| <i>Poss.</i> Moses'. | | |
| | <i>Poss.</i> | James's. |

Compound or Descriptive Nouns, and **Pronouns** consisting of two or more words, are thus declined :—

| | |
|------------------------------|-------------------------------|
| <i>Nom. and Obj.</i> | Sullivan, Brothers and Co. |
| <i>Poss.</i> | Sullivan, Brothers and Co.'s. |
| <i>Nom. and Obj.</i> | Moore and Robinson. |
| <i>Poss.</i> | Moore and Robinson's. |
| <i>Nom. and Obj.</i> | Any one else. |
| <i>Poss.</i> | Any one else's. |

Here, as you may observe, the rule is to put the sign of the Possessive after the last word.

Exercise 17.

(a.) *Decline the following Nouns :—*

Fox, boy, lady, day, apple, moon, mouse, thief, wife, valley, bank, purse, soldier, enemy, grocer, potato, cat, gardener, summer, Apostle, Mr. Stubbs, Demosthenes.

(b.) *Insert the Apostrophe :—*

The ladies waiting-room ; the boys playground ; Jacks new top ; a girls ten fingers ; ten girls fingers ; two years earnings ; the summers sun ; the years last rose ; the carpenters society ; ten mens work ; a hares fur ; a ladys maid ; ten clerks salaries ; Sul-

livans Grammar; Joyces Hand-Book; four lions dens; two bears paws; a bears fur.

(c.) *Correct where Apostrophe is wrongly inserted:—*

My brothers' pen; my sister's slate; two babies' dresses; the hunter's horse; the geese's feathers; Johns' son's coat; ten soldiers' arms; Williams' friends' father's house; two days' wages; two cats' paws; a horses' mane; two horses' manes; The Apostle's Creed.

(d.) *Distinguish the Nominative (or Subjective) from the Objective Case in the following sentences:—*

The cat killed a rat. The house was burnt. There is a man at the door. I hear a step on the stair. Many hands make light work. The child has a toy. Find the answer to that sum (supply the *Nominative* after *find*). James gave John his pen (supply to after *gave*). Remember your Creator in the days of your youth. How many articles make a dozen? The ship was lost; but the crew was saved. The boy tore his coat. His mother reproved him. The idle boy was punished by his teacher. The weather has changed since yesterday. My father sold a horse. The farmer is going to the fair to buy two cows. Good boys love their teachers. Good teachers encourage their pupils. Are those pears good?

(e.) *Change the following Possessives into Objectives with of:—*

The man's boots; the boy's collar; a duck's egg; a horse's hoof; ten girls' dresses; John's farm; the master's desk; a sailor's jacket; two ships' crews; the scholars' advantage; the soldier's sword; two rivers' banks.

INFLECTION OF PRONOUNS.

153. Personal Pronouns have **Person, Number, Gender, and Case.**

154. **Person** denotes—

(a) **The speaker**; as, *I, me.*

(b) **The person addressed**; as, *thou, thee.*

(c) **The person or thing spoken of**; as, *he, it, one.*

(See § 66 for the meaning of *First, Second, and Third Person.*)

Gender is distinguished in the **Third Person only**; as, *he* (Masculine), *she* (Feminine), *it* (Neuter).

I (First Person) and *thou* (Second Person) are of the **Common Gender.**

155. The Personal Pronouns are thus declined :—

First Person.

| <i>Singular.</i> | | <i>Plural.</i> | |
|------------------|-------------|----------------|--------------|
| <i>Nom.</i> | I. | <i>Nom.</i> | We. |
| <i>Poss.</i> | My or Mine. | <i>Poss.</i> | Our or Ours. |
| <i>Obj.</i> | Me. | <i>Obj.</i> | Us. |

Second Person.

| | | | |
|--------------|---------------|--------------|-------------------|
| <i>Nom.</i> | Thou. | <i>Nom.</i> | Ye or You. |
| <i>Poss.</i> | Thy or Thine. | <i>Poss.</i> | Your or Yours. |
| <i>Obj.</i> | Thee. | <i>Obj.</i> | You, Ye (seldom). |

Third Person.*Masculine.*

| | | | |
|--------------|------|--------------|------------------|
| <i>Nom.</i> | He. | <i>Nom.</i> | They. |
| <i>Poss.</i> | His. | <i>Poss.</i> | Their or Theirs. |
| <i>Obj.</i> | Him. | <i>Obj.</i> | Them. |

Feminine.

| | | | |
|--------------|--------------|--------------|------------------|
| <i>Nom.</i> | She. | <i>Nom.</i> | They. |
| <i>Poss.</i> | Her or Hers. | <i>Poss.</i> | Their or Theirs. |
| <i>Obj.</i> | Her. | <i>Obj.</i> | Them. |

Neuter.

| | | | |
|--------------|------|--------------|------------------|
| <i>Nom.</i> | It. | <i>Nom.</i> | They. |
| <i>Poss.</i> | Its. | <i>Poss.</i> | Their or Theirs. |
| <i>Obj.</i> | It. | <i>Obj.</i> | Them. |

156. The **Possessive** forms of the Personal Pronouns are used (1) as **Possessive Adjectives**, and (2) as **Possessive Pronouns**.

A Possessive Adjective is always followed by a Noun, and denotes a Possessor. The forms thus used are—**my, thy, his, her, its, our, your, their**, and sometimes **mine** and **thine**; as, *my book, their pens, his cap, thine eye*. (See § 57.)

157. A Possessive Pronoun may be known thus :—

1. It is never followed by a Noun; e.g., "The book is *yours*."
2. It denotes both a possessor and the thing possessed; as, "That pen is better than *mine*" (*mine* = *my pen*).

3. It can be made—

- (a) The **Subject of a Verb** ; as, "*Yours* are as good as *his* (are)."
- (b) The **Object of a Verb** ; as, "They have lost *theirs*."
- (c) The **Object of a Preposition** ; as, "Take half of *mine*."

The words that can be used as Possessive Pronouns are—*mine, thine, his, hers, its, ours, yours, theirs, my own, his own, her own, their own, &c.* **Own** is added to mark emphasis.

158. The **Indefinite Personal Pronoun** "*one*" is thus declined :—

| <i>Masculine and Feminine.</i> | | | |
|--------------------------------|---------------|----------------|---------------|
| <i>Singular.</i> | | <i>Plural.</i> | |
| <i>Nom.</i> | <i>One.</i> | <i>Nom.</i> | <i>Ones.</i> |
| <i>Poss.</i> | <i>One's.</i> | <i>Poss.</i> | <i>Ones'.</i> |
| <i>Obj.</i> | <i>One.</i> | <i>Obj.</i> | <i>Ones.</i> |

One and its Plural *ones*, when qualified by Adjectives, should be parsed as **Nouns** ; as, "A good *one* ;" "The little *ones*."

159. **Relative Pronouns** are thus declined :—

| <i>Singular and Plural.</i> | | |
|-----------------------------|--------------|---------------------------------|
| <i>Nom.</i> | <i>Who</i> | } <i>Masculine and Feminine</i> |
| <i>Poss.</i> | <i>Whose</i> | |
| <i>Obj.</i> | <i>Whom</i> | |

| <i>Singular and Plural.</i> | | |
|-----------------------------|--------------|------------------|
| <i>Nom.</i> | <i>Which</i> | } <i>Neuter.</i> |
| <i>Poss.</i> | <i>Whose</i> | |
| <i>Obj.</i> | <i>Which</i> | |

| <i>Singular and Plural.</i> | | |
|-----------------------------|--------------|--|
| <i>Nom.</i> | <i>That</i> | } <i>Masculine, Feminine, or Neuter.</i> |
| <i>Poss.</i> | <i>Whose</i> | |
| <i>Obj.</i> | <i>That</i> | |

NOTE.—*Whose*, properly speaking, does not belong to *that*.

160. The **Interrogative Pronouns** **WHO?** and **WHICH?** are declined like the Relatives *who* and *which*. **WHAT?** suffers no inflection.

161. The **Demonstrative Pronouns** *this* and *that* are inflected for Number thus :—

| <i>Singular.</i> | <i>Plural.</i> |
|------------------|----------------|
| This. | These. |
| That. | Those. |

162. Pronouns must be of the same **Number** and **Gender** as the Nouns for which they stand. Remember this when correcting Exercise (b).

Exercise 18.

(a.) Tell the **Case**, **Number**, and **Gender** of the following Pronouns :—

Mine, him, them, its, hers, he, who, whom, thou, whose, thine, yours, them, theirs, I, that, me, his, us, she.

(b.) The Pronouns in the following sentences are incorrectly used. Correct them.

He is a good cow ; it gives much milk. I hear the train ; she is coming. That tree is very large ; he was planted fifty years ago. Dogs love her masters. Boys should respect his teachers. My watch cost thirty pounds ; she keeps good time. She is a good fiddle. The girl has lost their book ; let us try to find him for it. Teachers should have his pupils in subjection, else it will not succeed in teaching him. The pump was injured ; but the plumber has repaired her.

INFLECTION OF ADJECTIVES AND ADVERBS.

163. A number of objects may possess the same quality or attribute in different degrees, thus :—

"Carn Tual is a *high* mountain."

"Mont Blanc is a *higher* mountain than Carn Tual."

"Mount Everest is the *highest* mountain of the three."

"Mount Everest is the *highest* mountain in the world."

"William is *diligent*."

"Frank is *more diligent* than William."

"Sam is the *most diligent* of the three ; in fact, he is the *most diligent* boy in the school."

Such forms as *high*, *higher*, *highest*, *diligent*, *more diligent*, *most diligent*, are called **Degrees of Comparison**.

164. There are three Degrees of Comparison : the **Positive**, the **Comparative**, and the **Superlative**.

165. The **Positive Degree** is the simple form of the Adjective, and merely denotes that an object possesses a certain quality or attribute ; as, "a *rich* man," "*much* corn."

166. The **Comparative Degree** denotes that two objects or groups are compared, and that one of them possesses a certain quality in a **higher degree** than the other ; as, "John is *richer* than James." "Your brothers are *taller* than mine."

Notice that the Conjunction *than* follows the Comparative Degree.

167. The **Superlative Degree** denotes that one object possesses a certain quality in a **higher degree than all others** compared with it ; as, "Thomas is the *richest* man in town." "Russia is the *largest* country in Europe."

Observe that the Superlative may be changed to the Comparative Degree thus : "Smith is the *tallest* boy at the school" = "Smith is *taller* than any other boy at the school."

168. Adjectives of **one syllable** form the Comparative Degree by adding **er**, and the Superlative by adding **est**, to the Positive ; as, just, juster, justest. But if the

| | | | |
|--|--------------|-------------------------------|-------------|
| | <u>Pos.</u> | <u>Comp.</u> | <u>Sup.</u> |
| Positive ends in e, as | 'wise,' | r and st only are added ; as, | |
| <u>wise</u> , <u>wiser</u> , <u>wisest</u> . | | | |
| <u>Pos.</u> | <u>Comp.</u> | <u>Sup.</u> | |

When the Adjective is a word of **more than one syllable**, the Comparative is formed by prefixing **more**, and the Superlative by prefixing **most**, to the Positive ; as, attentive, more attentive, most attentive.

| | | |
|-------------|--------------|-------------|
| <u>Pos.</u> | <u>Comp.</u> | <u>Sup.</u> |
|-------------|--------------|-------------|

NOTE.—The former is called the Inflectional, and the latter, the Adverbial method of comparing Adjectives.

169. Adjectives of two syllables ending in *e*, *y*, *ow*, and *er*, may be compared both ways ; as,

| <i>Pos.</i> | <i>Comp.</i> | <i>Sup.</i> | <i>Comp.</i> | <i>Sup.</i> |
|-------------|--------------|-------------|--------------|--------------|
| able | abler | ablest | more able | most able |
| happy | happier | happiest | more happy | most happy |
| shallow | shallower | shallowest | more shallow | most shallow |
| tender | tenderer | tenderest | more tender | most tender |

170. The following Adjectives are irregular :—

| <i>Positive.</i> | <i>Comparative.</i> | <i>Superlative.</i> |
|------------------------|---------------------|---------------------|
| good | better | best |
| bad | | |
| evil | worse | worst |
| ill | | |
| little | less | least |
| much | | |
| many | more | most |
| old | { older | oldest |
| | { elder | eldest |
| far | farther | farthest |
| [forth, <i>adv.</i>] | further | furthest |
| fore | former | first |
| hind | hinder | hindmost |
| [in, <i>prep.</i>] | inner | inmost, innermost |
| [out, <i>adv.</i>] | { outer | outmost, utmost |
| | { utter | uttermost |
| late | later, latter | latest, last |
| [neath, <i>prep.</i>] | nether | nethermost |
| [up, <i>prep.</i>] | upper | upmost, uppermost |
| nigh | nigher | nighest, next |

171. Observe that a comparison of Diminution is expressed by means of the Adverbs *less* and *least* ; as, a valiant man, a *less* valiant man, the *least* valiant man.

| <i>Pos.</i> | <i>Comp.</i> | <i>Sup.</i> |
|-------------|--------------|-------------|
|-------------|--------------|-------------|

172. Adverbs, like Adjectives, have three Degrees of Comparison. Most of them are compared by prefixing *more* and *most* to the Positive ; as, gladly, *more* gladly, *most* gladly.

173. Some Adverbs are compared by *er* and *est* ; as *soon*, *sooner*, *soonest* ; *often*, *oftener*, *oftenest*.

The following are irregular :—

| <i>Positive.</i> | <i>Comparative</i> | <i>Superlative.</i> |
|------------------|--------------------|---------------------|
| well | better | best |
| badly | worse | worst |
| much | more | most |
| little | less | least |
| far | farther | farthest |
| forth | further | furthest |

174. Double forms of the Comparative and Superlative are not to be used. You would not say, "London is a *more larger* city than Paris ; it is, in fact, the *most largest* city in the world ;" but, "London is a *larger* city than Paris ; it is, in fact, the *largest* city in the world."

Exercise 19.

(a.) Tell the Comparative and Superlative of each of the following Adjectives and Adverbs in the Positive Degree :—

ADJECTIVES.

Excellent, fine, troublesome, dark, narrow, beautiful, large, spacious, stormy, intelligible, dangerous, unwelcome, pretty, cheap, honourable, handsome, dutiful.

ADVERBS.

Excellently, narrowly, beautifully, soon, largely, often, prettily, honourably, handsomely, badly, cheaply, little, tenderly.

(b.) Tell the Degrees of Comparison of the Adjectives in the following :—

Ireland has a more humid climate than England. William is diligent. He is in the inner office. The outer margin. The skilful general. The utmost limits. An extra quantity. A more obedient son. Deeds are better than words. A most obliging neighbour. A most entertaining story. John took a more decided course. This is sad news. A more likely candidate. The least likely candidate. Most noble Festus.

(c.) Correct the following :—

The baddest writer. The most correctest speaker. The lesser angle. The worser kind. A more beautifuler landscape. The goodest boy in the school. The entertainingest story. There could not be a more diligenter girl. John is the attentivest pupil in the school. The most obligingest man.

180. STATES OF ACTIONS.—When I say “The maid *is milking* the cow,” “The maid *was milking* the cow,” “The maid *will be milking* the cow,” I think of the action of milking as *going on* or *Progressive*; but when I say “The maid *has milked* the cow,” “The maid *had milked* the cow,” “The maid *will have milked* the cow,” I think of the action of milking as *finished* or *Perfect*. This explains what is meant by the two States of actions—the *Progressive* and the *Perfect*.

When a Tense defines the State of an action as *going on*, it is a *Progressive Tense*; as, “Tom *is playing*, *was playing*, or *will be playing* ball.”

A *Perfect Tense* defines the State of an action as *finished* or *complete*; as, “The ship *has sailed*,” “The ship *had sailed* (before I left),” “The ship *will have sailed* (before two o’clock to-morrow).”

An *Indefinite Tense* does *not* define the State of an action, but merely shows that it is *Present*, *Past*, or *Future*; as, “The bird *sings* or *does sing*,” “James *walked* up the street,” “Tom *will please* his employer.” Tenses have three States—the *Progressive*, the *Perfect*, and the *Indefinite* (or *undefined* State).

181. A Simple Tense consists of *one* word. English Verbs have only two Simple Tenses—one *Present*, the other *Past*; as, *Present*, I *hear*; *Past*, I *heard*: *Present*, I *call*; *Past*, I *called*. The simple *Past Tense* is usually formed by adding *d* or *ed* to the Simple *Present*, as in the examples just given.

A *Compound Tense* consists of *two* or *more* words; as, I *had called*; I *shall have called*. The last word of a *Compound Tense* is the *Principal Verb*; the preceding word or words are *Auxiliary* or *helping Verbs*. In *shall have called*, *called* is the *Principal Verb*, *shall* and *have* are *Auxiliaries*.

182. THE FORMS OF THE PRESENT TENSE.

PRESENT INDEFINITE.

Singular.
I write or do write.
Thou writest or dost write.
He writes or does write.

Plural.
We write or do write.
Ye or You write or do write.
They write or do write.

PRESENT PROGRESSIVE.

| <i>Singular.</i> | <i>Plural.</i> |
|--------------------------|-------------------------------|
| <i>I am writing.</i> | <i>We are writing.</i> |
| <i>Thou art writing.</i> | <i>Ye or You are writing.</i> |
| <i>He is writing.</i> | <i>They are writing.</i> |

PRESENT PERFECT.

| <i>Singular.</i> | <i>Plural.</i> |
|---------------------------|--------------------------------|
| <i>I have written.</i> | <i>We have written.</i> |
| <i>Thou hast written.</i> | <i>Ye or You have written.</i> |
| <i>He has written.</i> | <i>They have written.</i> |

This Tense denotes an action **finished now** ; hence its name. "*I have dined*" = "*I have (just now) dined.*"

The Present Perfect Tense is formed, as you may see, by putting **Have, Hast, or Has** before the Past Participle of another Verb. But Verbs of motion, as, '*To Go,*' '*To Come,*' &c., have two forms for this Tense—the usual one, as given above, and the following, which is formed thus : *I (am) come, Thou (art) come, He (is) come, We (are) come, &c.* Call '*is come,*' '*are come,*' &c., the Present Perfect Tense of the Verb '*To Come,*' and remember that it is not a form of the Passive Voice, for '*Come*' is an Intransitive Verb.

PRESENT PERFECT PROGRESSIVE. *I have been writing. Thou hast been writing. He has been writing, &c.*

183. THE FORMS OF THE PAST TENSE.

PAST INDEFINITE.

| <i>Singular.</i> | <i>Plural.</i> |
|-------------------------------------|--------------------------------------|
| <i>I wrote or did write.</i> | <i>We wrote or did write.</i> |
| <i>Thou wrotest or didst write.</i> | <i>Ye or You wrote or did write.</i> |
| <i>He wrote or did write.</i> | <i>They wrote or did write.</i> |

PAST PROGRESSIVE.

| <i>Singular.</i> | <i>Plural.</i> |
|---------------------------|--------------------------------|
| <i>I was writing.</i> | <i>We were writing.</i> |
| <i>Thou wast writing.</i> | <i>Ye or You were writing.</i> |
| <i>He was writing.</i> | <i>They were writing.</i> |

PAST PERFECT.

| <i>Singular.</i> | <i>Plural.</i> |
|----------------------------|-------------------------------|
| <i>I had written.</i> | <i>We had written.</i> |
| <i>Thou hadst written.</i> | <i>Ye or You had written.</i> |
| <i>He had written.</i> | <i>They had written.</i> |

This Tense denotes an action finished in the Past ; hence its name ; as, I *had left* before you called.

The Past Perfect Tense is formed, as you may see, by putting **Had** or **Hadst** before the Past Participle of another Verb. But some Verbs of motion may also form this Tense thus : “I (*was*) *come*, Thou (*wast*) *come*, He (*was*) *come*.” “He *was come*” = “He *had come*.”

184. The Future Tense is formed by using **Shall** and **Will** before the Infinitive of other Verbs, the sign ‘to’ being suppressed ; as, ‘I *shall go*’ = ‘I shall (to) go,’ ‘You *will be sent*’ = ‘You will (to) be sent.’

Learn this :—**Shall** in the First Person, and **Will** in the Second and Third, denote mere futurity. **Will** in the First Person denotes purpose—‘I *will go*’ = ‘I mean to go.’ **Shall** in the Second and Third implies duty, obligation, authority, &c., and is often equivalent to a command ; e.g., “Thou *shalt not kill*” = “Thou *must not kill*,” or “Thou *art commanded not to kill*.” “He *shall leave my house*” = “He *will be obliged to leave my house*.” **Shall** originally meant ‘to owe,’ a meaning which you may still trace in its Past Tense, “I *should*” = “I *ought*.” **Will** means *wish* or *pleasure*. (See § 226 to § 228 inclusive for further information on **Shall** and **Will**.)

185. THE FORMS OF THE FUTURE TENSE.

UNEMPHATIC FUTURE TENSE.

(Denoting mere futurity.)

| | Singular. | Plural. |
|--|------------------|-----------------------|
| INDE- FINITE | I shall write. | We shall write. |
| | Thou wilt write. | Ye or You will write. |
| | He will write. | They will write. |
| PROGRESSIVE. I shall be writing, Thou wilt be writing, &c. | | |

EMPHATIC FUTURE TENSE.

(Denoting purpose, duty, obligation, &c.)

| | Singular. | Plural. |
|-----------------|-------------------|------------------------|
| INDE- FINITE | I will write. | We will write. |
| | Thou shalt write. | Ye or You shall write. |
| | He shall write. | They shall write. |

PROGRESSIVE. I will be writing, Thou shalt be writing, &c.

FUTURE PERFECT TENSE.

(Unemphatic.)

| Singular. | Plural. |
|--------------------------------|-------------------------------------|
| <i>I shall have written.</i> | <i>We shall have written.</i> |
| <i>Thou wilt have written.</i> | <i>Ye or You will have written.</i> |
| <i>He will have written.</i> | <i>They will have written.</i> |

EMPHATIC FORM. *I will have written, Thou shalt have written, &c.*

This Tense denotes an action to be finished in the Future; hence its name; e.g., "*I shall have studied Fractions by next Easter.*"

The Future Perfect Tense is formed, as you may see, by putting **Shall have** and **Will have** before the Past Participle of other Verbs.

Exercise 20.

(a.) Tell the Number and Person of the Verbs in the following:—

I moved the chair. John is idle. They have received their prizes. Thou wilt come. Birds build nests. You (or ye) hear what he has said. I am your teacher. Thou art my pupil. We are doing our work. A hare can run fast. Greyhounds can run faster. She lost her needle. Have you found it? Cows give milk. The sheep was grazing in the field. Sheep give us wool.

(b.) Tell the Tenses of the following Verbs, and also of those in the last Exercise:—*The wind blew. The dew was falling. Mary is writing. John has read the book you gave him. James will start this evening for London. The master will be teaching to-morrow. Bees work in the sunshine. Did you hear the thunder? Tom is playing cricket. Before John returns, the school will have closed for the holidays. I had finished my exercise before you came in. Frank has been reading all day. Fishes swim.*

(c.) Distinguish the Unemphatic and Emphatic Future. *We shall surely die. Ye shall not surely die. You shall do my will. The Lord will come; the earth shall quake. I shall likely meet you in town. He will endeavour to do his duty. Thou shalt not steal. I will join my ship; but I fear I shall be drowned. My servant shall go to-morrow. I will do what you ask. Thou shalt love thy neighbour as thyself. We shall get out of school at three o'clock.*

MOOD.*

186. MOOD is that form of the Verb which shows the mode or manner in which an action is expressed.

* Lat. *modus* = a manner.

187. Verbs have five Moods—the **Indicative**, the **Imperative**, the **Subjunctive**, the **Potential**, and the **Infinitive**.

188. The **Indicative Mood** simply states a fact ; as, "Cows eat grass ;" or asks a direct question ; as, "*Do cows eat grass ?*"

'*Eat*' simply states a fact, and '*do eat*' asks a direct question ; therefore, '*eat*' and '*do eat*' are in the **Indicative Mood**.

189. When a Verb expresses a **command** or an **entreaty**, it is in the **Imperative Mood** ; as, "*Go away.*" "*Come back.*" "*Forgive me.*" *Go, come, and forgive* are in the **Imperative Mood**. The **Imperative Mood** is generally used in the **Second Person** with "*thou*" or "*you*" as **Subject** (usually understood). It is sometimes employed in the **Third** ; as, "*Thy kingdom come.*" "*Thy money perish with thee.*"

"*Be Yarrow's stream unseen, unknown.*"

It may be used even in the **First Person** ; e.g.—

"*'Now tread we a measure !'* said young Lochinvar."

Notice that "*Thy money perish with thee*" = "*Let thy money perish with thee ;*" and "*Now tread we a measure*" = "*Now let us tread a measure.*" In these equivalent expressions, '*let*' should be parsed as the **Imperative Mood**, **Second Person** ; and '*perish*' and '*tread*,' the **Infinitive** following '*let*.'

190. The **Subjunctive Mood** expresses a **condition**, a **doubt**, or a **possibility** ; as, "If *I were* John I would

Subj. Mood.

act otherwise." "Resist temptation lest it *overcome* you."

Subj. Mood.

This Mood is distinguished from the **Indicative** by its **want of inflections** ; thus, in the **Indicative Mood** we say, "*I love,*" "*Thou lovest,*" "*He loves ;*" but in the **Subjunctive** we should say, "*(If) I love,*" "*(If) thou love,*" "*(If) he love.*" **Wert**, which occurs in the **Past Subjunctive** of the Verb "**to BE**," is the only word in the language peculiar to this Mood.

The Subjunctive follows the Conjunctions **if, though, although, lest, &c.** "**If**" may be understood; as "**Were I**" = "**If I were.**"

See §§ 232 to 234 inclusive, also the Paradigms.

191. The **Potential Mood** implies **power, liberty, necessity, wish, or duty**; as, "**I can go**" = "**I am able to go**;" "**I may go**" = "**I am at liberty to go**;" "**I must go**" = "**I am under a necessity to go.**" '**May go**,' '**can go**,' and '**must go**' are in the Potential Mood.

The Potential is a **Compound Mood** formed by the aid of **Auxiliary Verbs**. Learn this:—

The **Auxiliary signs** of Potential Mood,
Are **may, can, must, might, could, would, and should.**

See §§ 230, 231, and the Paradigms.

Exercise 21.

Tell the **Mood** of each of the **Finite Verbs** which occur in the following sentences:—

The children in Iceland are educated at home. Ring out the old year. Be warned by this, lest worse befall you. Water is the natural drink of mankind. All men must die. If John go, you should stay at home. Haste to the ferry. I came from Acton, whence came ye? Have you ever tasted this water? The pupils may now be dismissed. The seamen harpooned a whale, which they could not secure. A whale can shatter a boat with one blow. Let well enough alone. We should learn our lessons. The master may require you. Tim looked up. Come hither, my little page. John might compete if he were two years older. God save the Queen. Oh, kill that great ugly spider that is running across the floor! Stay! Do you know what a piece of mechanism that creature is? I hardly think you do, or you would neither call it ugly nor crush it out of shape. I would be like an angel. John should have obeyed his father. Green be thy fields.

MEANING OF THE TERMS FINITE AND INFINITE AS APPLIED TO VERBS.

192. When a Verb is used with a Subject or Nominative it is said to be **Finite**, which means *limited or restricted*. Thus, when I say "John reads," the reading is limited or restricted to *John*, the **SUBJECT**. The four preceding Moods make up the **FINITE VERB**. When a Verb is used without a Subject it is said to be **Infinite**,

which means *unlimited* (that is, by a Subject); as, "He came *to be amused*;" "*To learn* is profitable." "*To be amused*" and "*to learn*" have no Subject. The **VERB INFINITIVE** includes the **INFINITIVE MOOD** (proper), and the **PARTICIPLES**.

193. The **Infinitive Mood** is that form of the Verb which is preceded by the word 'to;' as, *to work, to be singing, to be praised, to have been praised*. 'To' is understood after the Verbs *bid, dare, need, feel, hear, let, make, see*, and the Auxiliaries *shall, will, may, can, must, do*; as, "I saw him (to) come," "I heard her (to) sing," "Bid him (to) sit down," "Let the prisoner (to) go," "You must not (to) do it."

USES OF THE INFINITIVE.

194. The Infinitive Mood is used—

(a) As an **Abstract Noun**; e.g., "I like *to learn*" = "I like *learning*." "*To talk* is forbidden" = "*Talking* is forbidden."

(b) To express a **Purpose**; as, "I went *to see* him" = "I went *for the purpose of* seeing him." "I came *to be instructed*" = "I came *for the purpose of* being instructed."

(c) **After a Noun or Pronoun**, as part of a group of words forming the Direct Object of a Transitive Verb; as, "I ordered *James to be sent*;" "I believe *John to be an honest man*." Here the full Direct Object of 'ordered' is 'James to be sent,' as you may see by asking, 'I ordered what?' Ans. '*James to be sent*,' not '*James*.' Similarly the Direct Object of 'believe' is '*John to be an honest man*,' for that is *what* I believe. Notice that '*James to be sent*' = '*that James should be sent*,' and '*John to be an honest man*' = '*that John is an honest man*.' See § 296.

(d) To describe **Nouns**; as, A farm *to sell* or *to be sold*; Chairs *to mend* or *to be mended*; A house *to let* or *to be let*; An axe *to grind*.

When the Infinitive is thus used, it may be converted into an Abstract Noun governed by *for*; as, A house *to*

let = A house for letting ; Bread to sell = Bread for selling, or for sale.

195. Learn the following six forms which the Infinitive of a Transitive Verb assumes :—

TRANSITIVE VERB—TO WRITE.

INFINITIVE MOOD.

| | ACTIVE VOICE. | PASSIVE VOICE. |
|-----------------------|-----------------------|-----------------------|
| <i>Present Indef.</i> | To write. | To be written. |
| <i>Prog.</i> | To be writing. | (None.) |
| <i>Past Perfect.</i> | To have written. | To have been written. |
| <i>Perfect Prog.</i> | To have been writing. | (None.) |

PARTICIPLES AND THEIR USES.

196. Participles participate in the nature of both Verbs and Adjectives ; for, whilst implying *action* as Verbs, like Adjectives they refer to *Nouns*. Thus we speak of 'stars *twinkling*,' 'money *earned*,' 'ships *having sailed*,' 'crews *having been lost*.'

197. Verbs have two Simple Participles—a **Present** ending in *ing*, as, *singing* ; and a **Past** ending in various ways, but generally in *d*, *t*, and *en*, as, *loved*, *heard*, *meant*, *smitten*. The Simple Present Participle of Verbs implying action, is of the **Active Voice** ; because (1) the Noun to which it refers denotes the *doer* of the action, and (2) it takes a **Direct Object** after it when it is Transitive ; as, "I like to hear Jane *singing* a song." Here the Present

Doer. *Part.* *Dir. Obj.*

Participle '*singing*' refers to '*Jane*,' the *doer*, and '*song*' is its **Direct Object**.

The Simple Past Participle is **Passive** ; for the action it denotes is *done* to the person or thing named by the Noun to which it refers ; as, "I heard the song *sung* by Jane." Here the Participle '*sung*' refers to '*song*,' and denotes an action *done* to the song, therefore it is **Passive**.

198. Verbs have three Compound Participles :—

(1.) The **Compound Present**, formed by putting '*being*' before the Past Participle ; as, '(*being*) *sung*.' This Participle is **Passive**, for we speak of the song *being sung*, that is, of something being *done* to the song.

(2.) **The Compound Past Participle of the Active Voice**, formed by putting '*having*' before the Past Participle; as, '*(having) sung.*' This Participle is **Active**, for the Noun to which it refers denotes the doer of the action, and when Transitive it takes a Direct Object; as, "*Jane having sung a song, left the room.*"

(3.) **The Compound Past Participle of the Passive Voice**, formed by putting '*having been*' before the Past Participle; as, '*(having been) sung.*' '*Having been sung*' is **Passive**, for we speak of a song *having been sung*, which means something *done* to the song.

199. Learn the following **five forms** which the Participles of a Transitive Verb assume:—

VERB TO WRITE.

PARTICIPLES.

ACTIVE VOICE.

Simple Present. Writing.

Simple Past. (None.)

Comp. Past. Having written.

PASSIVE VOICE.

Comp. Present. Being written.

Simple Past. Written.

Comp. Past. Having been written.

200. The two Simple Participles may be used—

(a) Purely as **Adjectives**; e.g., "the *setting sun*," "a *wounded soldier*." Parse '*setting*' and '*wounded*' as '**Participles used as Adjectives.**'

(b) As **Parts of Stating Verbs**; e.g., "The sun *is setting*," "The tide *has ebbed*." Parse '*is setting*' and '*has ebbed*' as Verbs; and don't separate '*is*' and '*setting*,' '*has*' and '*ebbed*;' for the two words, in each case, are needed to make the statement.

201. The form ending in **ing** is often a **Noun**. Parse '*swimming*' a **Verbal Noun**, or an **Abstract Noun** naming an action, in "Swimming is healthful." The Verbal Noun in **ing** is called the **Gerund**.

202. Read carefully the following sentences which illustrate some of the uses of **true Participles**, as distinguished from Participial Adjectives and Verbal Nouns:—"The monkeys *kept* at the gardens are amusing" (*Participle* '*kept*' = '*which are kept*'). "*Driving* along the street

I met Frank" ('driving' = 'when I was driving'). "I heard the thunder *rolling*" ('rolling' = 'that it was rolling'). "*Having finished* my work I returned" ('having finished' = 'when I had finished'). "The boy *having been praised* too much, grew vain" ('having been praised' = 'because he had been praised').

Now you will understand that the proper use of Participles, as such, is to express briefly what would otherwise require a **Relative Pronoun** and a **Stating Verb**; or a **Conjunction**, a **Pronoun**, and a **Stating Verb**.

Exercise 22.

(a.) Name the following Infinitive forms:—

To hurt, to have been sent, to be going, to have, to have been, to have been teaching, to learn, to be learning, to have learned, to have been killed, to be cut, to be eating, to have been eaten, to do, to be doing, to be done, to have seen.

(b.) Name the following Participial forms:—

Sending, having sent, having been injured, rowing, being shown, having heard, being done, finishing, finished, having finished, being finished, gone, going, having gone, being smitten, smiting, having smitten, having been smitten, being sent.

(c.) Write out, or tell orally, all the Infinitive forms of the six following Verbs: Take, make, shake, smite, love, give.

(d.) Write out, or tell orally, all the Participial forms of the same six Verbs.

VOICE.

203. That form of a Transitive Verb which shows whether the Subject **does** the action, or the action is **done** to the Subject, is called **VOICE**. (See §§ 93 and 94).

Transitive Verbs have two voices—

The **Active**; as, the dog *bites*; and

The **Passive**; as, the dog *is bitten*.

204. The Passive Voice is formed by putting the several Moods and Tenses of the Verb 'To BE' before the Past Participle of a Transitive Verb, in this way—

| Active Voice. | | Passive Voice. |
|------------------------------------|---------------------|----------------------------|
| <i>Present Tense.</i> | I love. | I (am) loved. |
| <i>Past</i> <i>"</i> | I loved. | I (was) loved. |
| <i>Future</i> <i>"</i> | I shall love. | I (shall be) loved. |
| <i>Fut. Perf.</i> , | I shall have loved. | I (shall have been) loved. |
| <i>Pres. Perf.</i> , | I have loved. | I (have been) loved. |
| <i>Past Perf.</i> , | I had loved. | I (had been) loved. |
| <i>Present Infinitive.</i> | To love. | (To be) loved. |
| <i>Past</i> <i>"</i> | To have loved. | (To have been) loved. |
| <i>Present Participle.</i> | Loving. | (Being) loved. |
| <i>Compound Past Participle.</i> } | Having loved. | (Having been) loved. |

The Verb 'To BE' is called the **Voice Auxiliary**: it has eleven simple forms—be, been, being, is, was, wast, am, are, art, were, and wert. See the Paradigm of the Passive Voice of the Verb 'To CALL.'

MEANING OF STRONG, WEAK, REGULAR, IRREGULAR, AND DEFECTIVE VERBS.

205. A Strong Verb adds nothing to the Present Tense to form the Past, but simply changes the vowel of the Present; as, 'I smite,' 'I smote,' 'I fall,' 'I fell.'

Notice that *i* is changed to *o* and *a* to *e* in the above examples, and that nothing is added.

206. A Weak Verb is one that adds *ed*, *d*, or *t* to the Present Tense to form the Past, accompanied in some cases by *change* or *shortening* of the vowel in the Present; as, 'I call,' 'I called,' 'I love,' 'I loved,' 'I sleep,' 'I slept,' 'I sell,' 'I sold,' 'I bleed,' 'I bled.'

Notice that '*bleed*' only shortens the vowel to form '*bled*,' which is, nevertheless, a contracted form of '*bleeded*.'

207. A Regular Verb forms its Past Tense and Past Participle by adding *d* or *ed* to the Present Tense; as,

| | | |
|-----------------------|----------------------|----------------------------|
| <i>Present, Roll.</i> | <i>Past, Rolled.</i> | <i>Past Part., Rolled.</i> |
| „ Love. | „ Loved. | „ „ Loved. |

208. An Irregular Verb does not form its Past Tense and Past Participle by adding *d* or *ed* to the Present Tense; as,

| | | |
|-----------------------|--------------------|---------------------------|
| <i>Present, Blow.</i> | <i>Past, Blew.</i> | <i>Past Part., Blown.</i> |
| Sell. | „ Sold. | „ „ Sold. |
| Hit. | „ Hit. | „ „ Hit. |

209. Defective Verbs want some of their parts, such as the Infinitive Mood, the Participles, &c. They are **shall, will, may, can, must, forego, and beware.**

'Ought' is sometimes classed with the Defective Verbs; but it is a form of the Past Tense of the Verb 'Owe,' which is not Defective. **Beware** is mostly used in the Imperative Mood; as,

Beware the pine tree's withered branch!
Beware the awful avalanche.

CLASSIFIED LIST OF IRREGULAR VERBS.

FIRST CLASS.

210. Those which have *one form* for the three parts :

| <i>Present.</i> | <i>Past.</i> | <i>Past Part.</i> |
|-----------------|--------------|-------------------|
| (I) Burst | (I) burst | (I have) burst |
| " Cast | " cast | " cast |
| " Cost | " cost | " cost |
| " Cut | " cut | " cut |

The remaining Verbs of this class are—*hit, hurt, let, put, rid, set, shed, shut, slit, split, spread, sweat, thrust.*

SECOND CLASS.

Those which have *two distinct forms* for the three parts.

NOTE.—Those with the letter *r* prefixed are also *Regular*.

| <i>Present.</i> | <i>Past.</i> | <i>Past Participle.</i> |
|--------------------|--------------|-------------------------|
| (I) Abide | (I) abode | (I have) abode |
| " Beat | " beat | " beaten |
| " Behold | " beheld | " beheld |
| " <i>r</i> Bend | " bent | " bent |
| " <i>r</i> Bereave | " bereft | " bereft |
| " Beseech | " besought | " besought |
| " Bind | " bound | " bound |
| " Bleed | " bled | " bled |
| " Breed | " bred | " bred |
| " Bring | " brought | " brought |
| " <i>r</i> Build | " built | " built |

| <i>Present.</i> | <i>Past.</i> | <i>Past Participle.</i> |
|-----------------|------------------|-------------------------------|
| (I) <i>Burn</i> | (I) <i>burnt</i> | (I <i>have</i>) <i>burnt</i> |
| " <i>Buy</i> | " <i>bought</i> | " <i>bought</i> |
| " <i>Catch</i> | " <i>caught</i> | " <i>caught</i> |
| " <i>Cling</i> | " <i>clung</i> | " <i>clung</i> |
| " <i>Come</i> | " <i>came</i> | " <i>come</i> |
| " <i>Creep</i> | " <i>crept</i> | " <i>crept</i> |
| " <i>Deal</i> | " <i>dealt</i> | " <i>dealt</i> |
| " <i>Dig</i> | " <i>dug</i> | " <i>dug</i> |
| " <i>Dream</i> | " <i>dreamt</i> | " <i>dreamt</i> |
| " <i>Dwell</i> | " <i>dwelt</i> | " <i>dwelt</i> |
| " <i>Feed</i> | " <i>fed</i> | " <i>fed</i> |
| " <i>Feel</i> | " <i>felt</i> | " <i>felt</i> |
| " <i>Fight</i> | " <i>fought</i> | " <i>fought</i> |
| " <i>Find</i> | " <i>found</i> | " <i>found</i> |
| " <i>Flee</i> | " <i>fled</i> | " <i>fled</i> |
| " <i>Fling</i> | " <i>flung</i> | " <i>flung</i> |
| " <i>Get</i> | " <i>got</i> | " <i>got</i> |
| " <i>Gild</i> | " <i>gilt</i> | " <i>gilt</i> |
| " <i>Gird</i> | " <i>girt</i> | " <i>girt</i> |
| " <i>Grind</i> | " <i>ground</i> | " <i>ground</i> |
| " <i>Hang</i> * | " <i>hung</i> | " <i>hung</i> |
| " <i>Have</i> | " <i>had</i> | " <i>had</i> |
| " <i>Hold</i> | " <i>held</i> | " <i>held</i> |
| " <i>Keep</i> | " <i>kept</i> | " <i>kept</i> |
| " <i>Kneel</i> | " <i>knelt</i> | " <i>knelt</i> |
| " <i>Lead</i> | " <i>led</i> | " <i>led</i> |
| " <i>Leave</i> | " <i>left</i> | " <i>left</i> |
| " <i>Lend</i> | " <i>lent</i> | " <i>lent</i> |
| " <i>Lose</i> | " <i>lost</i> | " <i>lost</i> |
| " <i>Make</i> | " <i>made</i> | " <i>made</i> |
| " <i>Mean</i> | " <i>meant</i> | " <i>meant</i> |
| " <i>Meet</i> | " <i>met</i> | " <i>met</i> |
| " <i>Read</i> | " <i>read</i> | " <i>read</i> |
| " <i>Rend</i> | " <i>rent</i> | " <i>rent</i> |
| " <i>Run</i> | " <i>ran</i> | " <i>run</i> |
| " <i>Seek</i> | " <i>sought</i> | " <i>sought</i> |
| " <i>Sell</i> | " <i>sold</i> | " <i>sold</i> |
| " <i>Send</i> | " <i>sent</i> | " <i>sent</i> |
| " <i>Shine</i> | " <i>shone</i> | " <i>shone</i> |
| " <i>Shoe</i> | " <i>shod</i> | " <i>shod</i> |

* *Hang*, to take away life, is regular; as, "The man has been hanged."

| <i>Present.</i> | <i>Past.</i> | <i>Past Participle.</i> |
|-----------------|--------------|-------------------------|
| (I) Shoot | (I) shot | (I have) shot |
| " Sit | " sat | " sat |
| " Sleep | " slept | " slept |
| " Sling | " slung | " slung |
| " Smell | " smelt | " smelt |
| " Speed | " sped | " sped |
| " Spend | " spent | " spent |
| " Spill | " spilt | " spilt |
| " Stand | " stood | " stood |
| " Sting | " stung | " stung |
| " Strike | " struck | " struck or stricken |
| " String | " strung | " strung |
| " Sweep | " swept | " swept |
| " Swing | " swung | " swung |
| " Teach | " taught | " taught |
| " Tell | " told | " told |
| " Think | " thought | " thought |
| " Weep | " wept | " wept |
| " Win | " won | " won |
| " Wind | " wound | " wound |
| " Work | " wrought | " wrought |
| " Wring | " wrung | " wrung |

THIRD CLASS.

Those which have *three distinct forms* for the three parts.

| <i>Present.</i> | <i>Past.</i> | <i>Past Participle.</i> |
|-----------------------------|--------------------|-------------------------|
| (I) Arise | (I) arose | (I have) arisen |
| " Bear, to carry | " bore or bare | " borne |
| " Bear, to bring forth } | " bore or bare | " born |
| " Begin | " began | " begun |
| " Bid | " bid or bade | " bidden |
| " Bite | " bit | " bitten or bit |
| " Blow | " blew | " blown |
| " Break | " broke | " broken |
| " Chide | " chid | " chidden |
| " Choose | " chose | " chosen |
| " Cleave | " cleft or clove } | " cleft or cloven |

| <i>Present.</i> | <i>Past.</i> | <i>Past Participle.</i> |
|---------------------|--------------|-------------------------|
| (I) <i>r</i> Clothe | (I) clothed | (I have) clad |
| „ <i>r</i> Dare | „ durst | „ dared |
| „ Do | „ did | „ done |
| „ Draw | „ drew | „ drawn |
| „ Drink | „ drank | „ drunk |
| „ Drive | „ drove | „ driven |
| „ Eat | „ ate | „ eaten |
| „ Fall | „ fell | „ fallen |
| „ Fly | „ flew | „ flown |
| „ Forsake | „ forsook | „ forsaken |
| „ Freeze | „ froze | „ frozen |
| „ Give | „ gave | „ given |
| „ <i>r</i> Grave | „ graved | „ graven |
| „ Grow | „ grew | „ grown |
| „ <i>r</i> Hew | „ hewed | „ hewn |
| „ Hide | „ hid | „ hidden |
| „ Know | „ knew | „ known |
| „ <i>r</i> Load | „ loaded | „ laden |
| „ Lie | „ lay | „ lain |
| „ <i>r</i> Mow | „ mowed | „ mown |
| „ Ride | „ rode | „ ridden |
| „ Ring | „ rang | „ rung |
| „ Rise | „ rose | „ risen |
| „ Rive | „ rived | „ riven |
| „ See | „ saw | „ seen |
| „ Sew | „ sewed | „ sewn |
| „ Shake | „ shook | „ shaken |
| „ <i>r</i> Shave | „ shaved | „ shaven |
| „ <i>r</i> Shear | „ shorn | „ shorn |
| „ <i>r</i> Show | „ showed | „ shown |
| „ Shrink | „ shrank | „ shrunk |
| „ Sing | „ sang | „ sung |
| „ Sink | „ sank | „ sunk |
| „ Slay | „ slew | „ slain |
| „ <i>r</i> Slide | „ slid | „ slidden |
| „ Slink | „ slank | „ slunk |
| „ Smite | „ smote | „ smitten |
| „ <i>r</i> Sow | „ sowed | „ sown |
| „ Speak | „ spoke | „ spoken |
| „ Spin | „ span | „ spun |
| „ Spit | „ spat | „ spit |
| „ Spring | „ sprang | „ sprung |

| <i>Present.</i> | <i>Past.</i> | <i>Past Participle.</i> |
|---------------------|-----------------------|-------------------------|
| (I) Steal | (I) stole | (I have) stolen |
| „ Stride | „ strode | „ stridden |
| „ Strive | „ strove | „ striven |
| „ <i>Strew or</i> } | „ <i>strewed or</i> } | „ <i>strewn or</i> |
| „ <i>Strow</i> } | „ <i>strowed</i> } | „ <i>strown</i> |
| „ Swear | „ swore | „ sworn |
| „ Swell | „ swelled | „ swollen |
| „ Swim | „ swam | „ swum |
| „ Take | „ took | „ taken |
| „ Tear | „ tore | „ torn |
| „ Thrive | „ throve | „ thriven |
| „ Throw | „ threw | „ thrown |
| „ Tread | „ trod | „ trodden |
| „ Wax | „ waxed | „ waxen |
| „ Wear | „ wore | „ worn |
| „ Weave | „ wove | „ woven |
| „ Write | „ wrote | „ written |

211. You should learn the above list of Verbs thoroughly, as mistakes are liable to be made, such as using the Past Tense for the Past Participle, and the Past Participle for the Past Tense. Read them aloud again and again, always putting '*I*' before the Present and the Past, and '*I have*' before the Past Participle, thus:—'*I sing*,' '*I sang*,' '*I have sung*.' Past Participle '*sung*.'

CONJUGATION.*

212. The **simple** Conjugation of a Verb is the *putting together* of its simple forms as they occur in its simple Moods and Tenses. When all the simple and compound forms needed to express the changes of Voice, Mood, Tense, Number, and Person are put together in order, a Verb is said to be **fully conjugated**.

213. English Verbs have very few **endings** (Inflections), and hence great use is made of **Auxiliary** Verbs in expressing Voice, Mood, and Tense. The Auxiliaries

* Lat. *conjugatus* = put together.

are **BE (Am), DO, HAVE, SHALL, WILL, MAY, CAN, MUST.**
Be, Do, Will, and Have are used also as Principal Verbs.

214. Auxiliaries are classed as—

- (a) **Tense Auxiliaries**—**SHALL, WILL, HAVE, DO, BE.**
- (b) **A Voice Auxiliary**—**BE.**
- (c) **Mood Auxiliaries**—**MAY, CAN, MUST, MIGHT, COULD, WOULD, SHOULD.**

215. '**Be**' may be used before either the *Present* or the *Past Participle*; as, '*I am calling,*' '*I am called.*' '**Have**' and its *Past Tense* '**Had**' can only be used before the *Past Participle*; as, '*I have called,*' '*I had written.*'

Shall, Will, May, Can, Must, and Do,
Are followed by the Infinitive Mood wanting sign '*to.*'

USES OF THE AUXILIARY VERBS.

'TO BE.'

216. '**To BE**' is used in forming the **Progressive Tenses** and the **Passive Voice.**

217. A **Progressive Tense** is formed by putting the *Present Participle* of another Verb after a *Tense* of the Verb '**To BE**' thus: '*I am (running).*' '*I was (reading).*' '*I shall be (writing).*' '*I have been (singing).*' The above forms are **Active**; but '*I am (being called).*' '*I was (being called).*' are **Progressive Tenses** of the **Passive Voice.** See *Paradigm* of '**To CALL.**'

218. The **PASSIVE VOICE** is formed by putting the various *Moods* and *Tenses* of the Verb '**To BE**' before the *Past Participle* of a **Transitive Verb.** See *Paradigm* of the Verb '**To CALL,**' **Passive Voice**; also § 204.

219. By using the *Present Tense* of the Verb '**To Be**' before the *Past Participle* of *Verbs implying motion*, we obtain a form of the *Present Perfect Tense* of such Verbs; as, "*He is come*" = "*He has come.*" "*The ship is arrived*" = "*The ship has arrived.*" "*John is gone.*" "*The bird is flown.*" The *Past Tense* of the Verb '**To Be**' is also

sometimes used before the Past Participles of Verbs of motion, to form the Past Perfect Tense; as, "Thy mother from thy side for evermore *was gone*." 'To Be,' in such cases, is purely a Tense Auxiliary.

'TO DO.'

220. The Auxiliary Verb 'To Do' is used both to express emphasis and to ask questions.

221. Verbs are conjugated **emphatically** by laying the stress of the voice on '*Do*' or '*Did*' placed before their Infinitive Mood, the sign '*to*' being suppressed; thus—

INDICATIVE MOOD.

EMPHATIC PRESENT TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|---------------------------|-------------------------|
| 1. <i>I do work.</i> | 1. <i>We do work.</i> |
| 2. <i>Thou dost work.</i> | 2. <i>You do work.</i> |
| 3. <i>He does work.</i> | 3. <i>They do work.</i> |

NEGATIVE FORM—*I do not work, &c.*

EMPHATIC PAST TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|----------------------------|--------------------------|
| 1. <i>I did work.</i> | 1. <i>We did work.</i> |
| 2. <i>Thou didst work.</i> | 2. <i>You did work.</i> |
| 3. <i>He did work.</i> | 3. <i>They did work.</i> |

NEGATIVE FORM—*I did not work, &c.*

222. When the stress of the voice is not laid on '*Do*' and '*Did*' the above are not emphatic, but **expletive** forms of the Present Tense and the Past: '*I do love*' = '*I love*'; '*I did love*' = '*I loved*.' The word '*expletive*' means '*filling out*.' These forms are sometimes used in poetry to fill out or complete the number of syllables needed in a line, hence the name '*expletive*'; e.g.—

"I am a linen-draper bold,
As all the world *doth know*."

"The wind *did blow*, the cloak *did fly*,
Like streamer long and gay."

INTERROGATIVE CONJUGATION.

223. The following examples will illustrate the use of 'Do' as an **Interrogative Auxiliary** :—

INDICATIVE MOOD—PRESENT TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|----------------------------|--------------------------|
| 1. Do I sing ? | 1. Do we sing ? |
| 2. Dost thou sing ? | 2. Do you sing ? |
| 3. Does he sing ? | 3. Do they sing ? |

INDICATIVE MOOD—PAST TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|-----------------------------|---------------------------|
| 1. Did I sing ? | 1. Did we sing ? |
| 2. Didst thou sing ? | 2. Did you sing ? |
| 3. Did he sing ? | 3. Did they sing ? |

224. The foregoing is equivalent to the following **SIMPLE INTERROGATIVE CONJUGATION** :—

PRESENT TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|--------------------------|-----------------------|
| 1. Sing I ? | 1. Sing we ? |
| 2. Singest thou ? | 2. Sing you ? |
| 3. Sings he ? | 3. Sing they ? |

PAST TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|--------------------------|-----------------------|
| 1. Sang I ? | 1. Sang we ? |
| 2. Sangest thou ? | 2. Sang you ? |
| 3. Sang he ? | 3. Sang they ? |

This simple mode of conjugating Principal Verbs (with the exception of **Be** and **Have**) is now seldom used.

'TO HAVE.'

225. The Tenses of the Verb 'TO HAVE' are used before the *Past Participle* of other Verbs to form their **Perfect Tenses**, thus—

I have spoken (**Present Perfect Tense**).

I had spoken (**Past Perfect Tense**).

I shall have spoken (**Future Perfect Tense**).

SHALL AND WILL.

226. Some of the uses of **SHALL** and **WILL**, as the Auxiliaries of the Future Tense, are mentioned at § 184 ;

but what is there said refers to **Direct Statements**. Thus, in Direct Statements, **SHALL** in the *First* Person, and **WILL** in the *Second* and *Third*, are **unemphatic**, denoting mere futurity; and **WILL** in the *First* Person, and **SHALL** in the *Second* and *Third*, are **emphatic**, indicating purpose, duty, obligation, &c.; *e.g.*—

Unemphatic Future.

I shall go to town.
You will go to town.
He will go to town.

Emphatic Future.

I will go to town.
You shall go to town.
He shall go to town.

227. Learn the following:—

When the Future Tense is used **Indirectly** in the *Second* or *Third* Person, **Shall** or **Will** may be either **emphatic** or **unemphatic**, according to the sense we wish to convey; *e.g.*:

Unemphatic Future.

You say you shall go.
John says he shall go.
John says you will go.
You say John will go.

Emphatic Future.

You say you will go.
John says he will go.
John says you shall go.
You say John shall go.

In "John says he *shall go*," "*shall go*" is evidently an **unemphatic** Future, for John's words when quoted directly are, "*I shall go*" (**unemphatic**). In the same manner you may show that "*will go*" in "John says he *will go*" is **emphatic**, because John's words when directly quoted are **emphatic**, viz., "*I will go*." The rest may be similarly explained.

228. When the Future Tense is used **Interrogatively**, you should almost always put **SHALL** before '*I*' or '*we*'; as, *Shall I go?* *Shall we go?* **WILL**, however, may be used interrogatively in the *First* Person, if I am asking another to express an opinion as to what I *purpose* or *intend*; as, "*Will I go?*" which is equivalent to "Do I mean to go? What do you think?"

Learn the following simple rules regarding the **Interrogative use** of **SHALL** and **WILL** in the **Second** and **Third** Persons:—

1. Use **SHALL** to ask a question in either the *Second* Person or the *Third*, when you may expect **SHALL** in the answer; as, "If thou doest well, *shalt* thou not be ac-

cepted?" (Gen. iv. 7.) Answer expected—"I *shall* (not, 'I *will*')." "Shall your servant be sent to town to-morrow?" Answer expected—"He *shall*, or he *shall not*."

2. Use **WILL** to ask a question in either the *Second* Person or the *Third*, if you may expect **WILL** in the answer; as, "*Will* you come to-day?" Answer expected—"I *will*, or I *will not*." "*Will* your friend call to-morrow?" Answer expected—"He *will*, or he *will not*."

Observe that **SHALL**, as an interrogative, is *unemphatic* in the *Second*, but *emphatic* in the *Third* Person; and that **WILL**, as an interrogative, is *emphatic* in the *Second* Person, but *unemphatic* in the *Third*.

NOTE.—As a general rule, **Will** expresses the *will* or *pleasure* of its own Subject; whilst **Shall** denotes that the *will* of its Subject is subordinated to that of some one else, or to some external circumstance.

MAY, CAN, AND MUST.

229. These Verbs, together with **SHOULD** and **WOULD**, are classed as the Auxiliaries of the **Potential Mood**. **May** denotes liberty, **Can** denotes power, **Must** denotes necessity.

230. The **POTENTIAL MOOD** has four Tenses :—

1. The **Present Tense**, formed by putting *May*, *Can*, or *Must* before the *Infinitive* of another Verb, with the sign 'to' omitted; as,

I *may*, *can*, or *must write*,
Thou *mayst*, *canst*, or *must write*, &c.

2. The **Past Tense**, formed by putting *Might*, *Could*, *Would*, or *Should* before the *Infinitive* of another Verb with the sign *to* omitted; as, I *might*, *could*, *would*, or *should write*, &c.

3. The **Present Perfect Tense**, formed by putting *May have*, *Can have*, or *Must have* before the *Past Participle* of another Verb; as, I *may have*, *can have*, or *must have written*, &c.

4. The **Past Perfect Tense**, formed by putting *Might have*, *Could have*, *Would have*, or *Should have* before the

Past Participle of another Verb ; as, *I might have, could have, would have, or should have written, &c.* See Paradigm of the Verb 'To Call,' Potential Mood.

231. In the Present Potential, 'MAY' and 'MUST' generally refer to the **future** ; whilst 'CAN' usually denotes present time. Observe likewise that the Past Potential is a Past Tense only in **form** and **name** ; for it indicates either **future** or **present** time.

'MAY' and 'CAN' are **Present Tense** forms ; and 'MIGHT,' 'COULD,' 'WOULD,' and 'SHOULD,' **Past Tense** forms.

THE TENSES OF THE SUBJUNCTIVE.

232. Only **three** Tenses of the Conditional or Subjunctive Mood are given in the Paradigms of the Verbs 'To BE,' and 'To CALL,' viz.—the **Present**, the **Past**, and the **Present Perfect**. Some forms characteristic of the Subjunctive, are found in each of these, when the **full** conjugation is stated ; but in the remaining Tenses, there is nothing to distinguish this Mood from the Indicative. The tendency is, and has been for a long time, to do away with the forms characteristic of the Subjunctive.

233. What is called the **Present Tense** of the Subjunctive is really a **contingent Future**, with the form of a Present ; e.g., "If it *rain* to-morrow, John won't go to town." Here, "if it *rain*" evidently refers to the future. The **proper use** of the Present Subjunctive is to express a contingent future action or event. In the sentence, "Look if it *rains*," the **Indicative Mood** is properly used ; for the meaning is, "Look if it is now actually raining."

Instead of the simple Present Subjunctive, we may use a compound form which has the same meaning. For example, we may say either—

- 'If I *go*,' or 'If I *should go*.'
- 'If thou *go*,' or 'If thou *shouldst go*.'
- 'If he *go*,' or 'If he *should go*.'
- 'If we *go*,' or 'If we *should go*.'
- 'If you *go*,' or 'If you *should go*.'
- 'If they *go*,' or 'If they *should go*.'

Notice in regard to this equivalent form—

1. That the Auxiliary '*should*' does not change to '*would*' in the Second and Third Persons ;
2. That in the Second Person, Singular, '*shouldst*' and not '*should*' is used ; and
3. That '*should*' does not here denote *duty*.

Distinguish this *compound* Tense of the Subjunctive, from the Past Potential of the same form, denoting *duty* ; e.g., "Children *should obey* their parents."

234. What is called the **Past Tense** of the Subjunctive is *usually* a **contingent Present** ; e.g., "If I *were* John, I would act differently," that is, "If I [at the present time] *were* John, &c. ;" "If he *were* asked he would go," which may mean, "If he *were* [now] asked he would go."

SIMPLE CONJUGATION—EXAMPLES.

235. THE VERB DO [PRINCIPAL AND AUXILIARY.]

INDICATIVE MOOD.

PRESENT TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|-------------------------------|--------------------|
| 1. <i>I do.</i> | 1. <i>We do.</i> |
| 2. <i>Thou doest or dost.</i> | 2. <i>You do.</i> |
| 3. <i>He does or doth.</i> | 3. <i>They do.</i> |

PAST TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|-----------------------|---------------------|
| 1. <i>I did.</i> | 1. <i>We did.</i> |
| 2. <i>Thou didst.</i> | 2. <i>You did.</i> |
| 3. <i>He did.</i> | 3. <i>They did.</i> |

SUBJUNCTIVE MOOD.

PRESENT TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|-------------------------|-------------------------|
| 1. (If) <i>I do.</i> | 1. (If) <i>we do.</i> |
| 2. (If) <i>thou do.</i> | 2. (If) <i>you do.</i> |
| 3. (If) <i>he do.</i> | 3. (If) <i>they do.</i> |

IMPERATIVE MOOD.

2. Do (*thou.*)2. Do (*you.*)

INFINITIVE MOOD.

To do.

PARTICIPLES.

PRES. Doing.

PAST. Done.

236. THE VERB **HAVE** [PRINCIPAL AND AUXILIARY.]

INDICATIVE MOOD.

PRESENT TENSE.

Singular.

1. *I have.*
2. *Thou hast.*
3. *He has or hath.*

Plural.

1. *We have.*
2. *You have.*
3. *They have.*

PAST TENSE.

Singular.

1. *I had.*
2. *Thou hadst.*
3. *He had.*

Plural.

1. *We had.*
2. *You had.*
3. *They had.*

SUBJUNCTIVE MOOD.

PRESENT TENSE.

Singular.

1. (If) *I have.*
2. (If) *thou have.*
3. (If) *he have.*

Plural.

1. (If) *we have.*
2. (If) *you have.*
3. (If) *they have.*

IMPERATIVE MOOD.

2. Have (*thou.*)2. Have (*you.*)

INFINITIVE MOOD.

To have.

PARTICIPLES.

PRES. Having.

PAST. Had.

237. THE VERB **SHALL** [AUXILIARY.]

INDICATIVE MOOD.

PRESENT TENSE.

Singular.

1. *I shall.*
2. *Thou shalt.*
3. *He shall.*

Plural.

1. *We shall.*
2. *You shall.*
3. *They shall.*

PAST TENSE.

| <i>Singular.</i> | | <i>Plural.</i> |
|--------------------------|--|------------------------|
| 1. <i>I should.</i> | | 1. <i>We should.</i> |
| 2. <i>Thou shouldst.</i> | | 2. <i>You should.</i> |
| 3. <i>He should.</i> | | 3. <i>They should.</i> |

INFINITIVE MOOD.

(*Wanting.*)

PARTICIPLES.

(*Wanting.*)

238. THE VERB WILL [AUXILIARY.]

INDICATIVE MOOD.

PRESENT TENSE.

| <i>Singular.</i> | | <i>Plural.</i> |
|----------------------|--|----------------------|
| 1. <i>I will.</i> | | 1. <i>We will.</i> |
| 2. <i>Thou wilt.</i> | | 2. <i>You will.</i> |
| 3. <i>He will.</i> | | 3. <i>They will.</i> |

PAST TENSE.

| <i>Singular.</i> | | <i>Plural.</i> |
|-------------------------|--|-----------------------|
| 1. <i>I would.</i> | | 1. <i>We would.</i> |
| 2. <i>Thou wouldst.</i> | | 2. <i>You would.</i> |
| 3. <i>He would.</i> | | 3. <i>They would.</i> |

INFINITIVE MOOD.

(*Wanting.*)

PARTICIPLES.

(*Wanting.*)

[**WILL**, when it signifies 'to bequeath,' 'to desire,' &c., is a Regular, Transitive Verb, having all its parts. Thus—

Present, *Will*. Past, *Willed*. Past Part., *Willed*.
Present Part., *Willing*. Infinitive, *To Will*.

Examples—"The father *willed* his estate to his son."
"Father, I *will* that they also whom thou hast given me be with me where I am." (John xvii. 24.)]

239. THE VERB **MAY** [AUXILIARY.]

INDICATIVE MOOD.

PRESENT TENSE.

| <i>Singular.</i> | | <i>Plural.</i> |
|------------------------|--|---------------------|
| 1. <i>I may.</i> | | 1. <i>We may.</i> |
| 2. <i>Thou mayest.</i> | | 2. <i>You may.</i> |
| 3. <i>He may.</i> | | 3. <i>They may.</i> |

PAST TENSE.

| <i>Singular.</i> | | <i>Plural.</i> |
|-------------------------|--|-----------------------|
| 1. <i>I might.</i> | | 1. <i>We might.</i> |
| 2. <i>Thou mightst.</i> | | 2. <i>You might.</i> |
| 3. <i>He might.</i> | | 3. <i>They might.</i> |

INFINITIVE MOOD.

(Wanting.)

PARTICIPLES.

(Wanting.)

240. THE VERB **CAN** [AUXILIARY.]

INDICATIVE MOOD.

PRESENT TENSE.

| <i>Singular.</i> | | <i>Plural.</i> |
|-----------------------|--|---------------------|
| 1. <i>I can.</i> | | 1. <i>We can.</i> |
| 2. <i>Thou canst.</i> | | 2. <i>You can.</i> |
| 3. <i>He can.</i> | | 3. <i>They can.</i> |

PAST TENSE.

| <i>Singular.</i> | | <i>Plural.</i> |
|-------------------------|--|-----------------------|
| 1. <i>I could.</i> | | 1. <i>We could.</i> |
| 2. <i>Thou couldst.</i> | | 2. <i>You could.</i> |
| 3. <i>He could.</i> | | 3. <i>They could.</i> |

INFINITIVE MOOD.

(Wanting.)

PARTICIPLES.

(Wanting.)

241. THE VERB **MUST** [AUXILIARY.]

INDICATIVE MOOD.

PRESENT AND PAST TENSE.

| <i>Singular.</i> | | <i>Plural.</i> | |
|------------------|-------------------|----------------|-------------------|
| 1. 2. 3. | <i>I must.</i> | 1. 2. 3. | <i>We must.</i> |
| | <i>Thou must.</i> | | <i>You must.</i> |
| | <i>He must.</i> | | <i>They must.</i> |

NOTE.—This is the simplest Verb in the English language: it has no variation.

DARE and **OWE**—These Verbs are peculiar. Thus, in the Present Tense of **DARE**, we may say either ‘he dare’ or ‘he dares,’ and the Past has two forms with different meanings—‘*I durst*’=‘*I am allowed*,’ and ‘*I dared*’=‘*I challenged*.’ **Durst** has no variation. **Owe** has two forms of the Past—‘*I ought*’=‘*I should*,’ and ‘*I owed*’=‘*I was indebted to*.’ **Ought** has one variation, ‘*thou oughtest*.’

FULL CONJUGATION.

242. THE VERB **BE** [PRINCIPAL AND AUXILIARY.]

INDICATIVE MOOD.

PRESENT TENSE.

| | | | | |
|-----------------|------------------|---------------------|----------------|------------------|
| INDE- FINITE | <i>Singular.</i> | | <i>Plural.</i> | |
| | { | 1. <i>I am.</i> | 1. | <i>We are.</i> |
| | | 2. <i>Thou art.</i> | | <i>You are.</i> |
| | | 3. <i>He is.</i> | | <i>They are.</i> |

PAST TENSE.

| | | | | |
|-----------------|------------------|----------------------|----------------|-------------------|
| INDE- FINITE | <i>Singular.</i> | | <i>Plural.</i> | |
| | { | 1. <i>I was.</i> | 1. | <i>We were.</i> |
| | | 2. <i>Thou wast.</i> | | <i>You were.</i> |
| | | 3. <i>He was.</i> | | <i>They were.</i> |

FUTURE TENSE.

| | | | | |
|-----------------|------------------|-------------------------|----------------|----------------------|
| INDE- FINITE | <i>Singular.</i> | | <i>Plural.</i> | |
| | { | 1. <i>I shall be.</i> | 1. | <i>We shall be.</i> |
| | | 2. <i>Thou wilt be.</i> | | <i>You will be.</i> |
| | | 3. <i>He will be.</i> | | <i>They will be.</i> |

PRESENT PERFECT.

Singular.

1. *I have been.*
2. *Thou hast been.*
3. *He has been.*

Plural.

1. *We have been.*
2. *You have been.*
3. *They have been.*

PAST PERFECT.

Singular.

1. *I had been.*
2. *Thou hadst been.*
3. *He had been.*

Plural.

1. *We had been.*
2. *You had been.*
3. *They had been.*

FUTURE PERFECT.

Singular.

1. *I shall have been.*
2. *Thou wilt have been.*
3. *He will have been.*

Plural.

1. *We shall have been.*
2. *You will have been.*
3. *They will have been.*

SUBJUNCTIVE MOOD.

PRESENT TENSE.

Singular.

- INDE-
FINITE {
1. (If) *I be.*
 2. (If) *thou be.*
 3. (If) *he be.*

Plural.

1. (If) *we be.*
2. (If) *you be.*
3. (If) *they be.*

COMPOUND FORM.—(If) *I should be*; (If) *thou shouldst be*;
(If) *he should be*, &c.

PAST TENSE.

Singular.

- INDE-
FINITE {
1. (If) *I were.*
 2. (If) *thou wert.*
 3. (If) *he were.*

Plural.

1. (If) *we were.*
2. (If) *you were.*
3. (If) *they were.*

PRESENT PERFECT.

Singular.

1. (If) *I have been.*
2. (If) *thou have been.*
3. (If) *he have been.*

Plural.

1. (If) *we have been.*
2. (If) *you have been.*
3. (If) *they have been.*

POTENTIAL MOOD.

PRESENT TENSE.

Singular.

- INDEFINITE {
1. *I may, can, or must be.*
 2. *Thou mayst, canst, or must be.*
 3. *He may, can, or must be.*

Plural.

1. *We may, can, or must be.*
2. *You may, can, or must be.*
3. *They may, can, or must be.*

PAST TENSE.

| | | |
|-------------|---|---|
| INDEFINITE. | <i>Singular.</i> | <i>Plural.</i> |
| | 1. <i>I</i> might, could, would, or should be. | 1. <i>We</i> might, could, would, or should be. |
| | 2. <i>Thou</i> mightst, couldst, wouldst, or shouldst be. | 2. <i>You</i> might, could, would, or should be. |
| | 3. <i>He</i> might, could, would, or should be. | 3. <i>They</i> might, could, would, or should be. |

PRESENT PERFECT TENSE.

| | | |
|----|--|--|
| | <i>Singular.</i> | <i>Plural.</i> |
| 1. | <i>I</i> may, can, or must have been. | <i>We</i> may, can, or must have been. |
| 2. | <i>Thou</i> mayst, canst, or must have been. | <i>You</i> may, can, or must have been. |
| 3. | <i>He</i> may, can, or must have been. | <i>They</i> may, can, or must have been. |

PAST PERFECT TENSE.

| | | |
|----|---|---|
| | <i>Singular.</i> | <i>Plural.</i> |
| 1. | <i>I</i> might, could, would, or should have been. | <i>We</i> might, could, would, or should have been. |
| 2. | <i>Thou</i> mightst, couldst, wouldst, or shouldst have been. | <i>You</i> might, could, would, or should have been. |
| 3. | <i>He</i> might, could, would, or should have been. | <i>They</i> might, could, would, or should have been. |

IMPERATIVE MOOD.

PRESENT TENSE.

| | | |
|---------------------|--|---------------------------------|
| <i>Singular.</i> | | <i>Plural.</i> |
| Be (<i>thou</i>). | | Be (<i>ye</i> or <i>you</i>). |

INFINITIVE MOOD.

PRESENT TENSE—To Be.

PAST PERFECT TENSE—To have been.

PARTICIPLES.

| | | |
|----------------------------|--|------------|
| PRESENT—Being. | | PAST—Been. |
| COMPOUND PAST—Having been. | | |

BOTH VOICES AT ONE VIEW.

ACTIVE VOICE.

INDICATIVE MOOD.

PRESENT TENSE.

| <i>Singular.</i> | | <i>Plural.</i> |
|------------------|-------------------------------|-----------------------|
| IND FIN IM | 1. I call or do call. | We call or do call. |
| | 2. Thou callest or dost call. | You call or do call. |
| | 3. He calls or does call. | They call or do call. |

PROGRESSIVE—*I am calling, thou art calling, &c.*
Interrogative Form—Do I call? Dost thou call? &c.
Emphatic Form—I do call, thou dost call, &c. (Emphasis on 'do.')

PAST TENSE.

| | | |
|------------------|---------------------------------|--------------------------|
| IND FIN IM | 1. I called or did call. | We called or did call. |
| | 2. Thou calledst or didst call. | You called or did call. |
| | 3. He called or did call. | They called or did call. |

PROGRESSIVE—*I was calling, thou wast calling, &c.*
Interrogative Form—Did I call? Didst thou call? &c.
Emphatic Form—I did call, thou didst call, &c. (Emphasis on 'did.')

PASSIVE VOICE.

INDICATIVE MOOD.

PRESENT TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|----------------------------|-------------------------|
| 1. <i>I</i> am called. | <i>We</i> are called. |
| 2. <i>Thou</i> art called. | <i>You</i> are called. |
| 3. <i>He</i> is called. | <i>They</i> are called. |

PROGRESSIVE—*I am being called, thou art being called, &c.*
Interrogative Form—Am I called? Art thou called? Is he called? &c.
Emphatic Form—(Wanting).

PAST TENSE.

| | | |
|------------------|----------------------|-------------------|
| IND FIN IM | 1. I was called. | We were called. |
| | 2. Thou wast called. | You were called. |
| | 3. He was called. | They were called. |

PROGRESSIVE—*I was being called, thou wast being called, &c.*
Interrogative Form—Was I called? Wast thou called? &c.
Emphatic Form—(Wanting).

FUTURE TENSE (Signs, Shall and Will.)

Unemphatic—denoting mere futurity.

| | |
|---|---|
| $\begin{cases} 1. I \text{ shall call.} \\ 2. \text{Thou wilt call.} \\ 3. He \text{ will call.} \end{cases}$ | $\begin{cases} We \text{ shall call.} \\ You \text{ will call.} \\ They \text{ will call.} \end{cases}$ |
|---|---|

PROGRESSIVE—*I shall be calling, thou wilt be calling, &c.*
Interrogative Form—Shall I call? Shalt thou call?
Will he call? &c.

Emphatic—denoting purpose, obligation, &c.

INDEFINITE—*I will call, thou shalt call, he shall call, &c.*
PROGRESSIVE—*I will be calling, thou shalt be calling, &c.*
Interrogative Form—Shall I call? Wilt thou call? Shall he call? &c.

PRESENT PERFECT TENSE (Sign, Have, Have, Have)

| | |
|---|--|
| $\begin{cases} 1. I \text{ have called.} \\ 2. \text{Thou hast called.} \\ 3. He \text{ has called.} \end{cases}$ | $\begin{cases} We \text{ have called.} \\ You \text{ have called.} \\ They \text{ have called.} \end{cases}$ |
|---|--|

PROGRESSIVE—*I have been calling, thou hast been calling, &c.*
Interrogative Form—Have I called? Hast thou called? &c.

FUTURE TENSE (Signs, Shall and Will.)

Unemphatic—denoting mere futurity.

| | |
|--|--|
| $\begin{cases} 1. I \text{ shall be called.} \\ 2. \text{Thou wilt be called.} \\ 3. He \text{ will be called.} \end{cases}$ | $\begin{cases} We \text{ shall be called.} \\ You \text{ will be called.} \\ They \text{ will be called.} \end{cases}$ |
|--|--|

PROGRESSIVE—*(Wanting).*
Interrogative Form—Shall I be called? Shalt thou be called? Will he be called? &c.

Emphatic—denoting purpose, obligation, &c.

INDEFINITE—*I will be called, thou shalt be called, &c.*
PROGRESSIVE—*(Wanting).*
Interrogative Form—Shall I be called? Wilt thou be called? Shall he be called? &c.

PRESENT PERFECT TENSE (Sign, Have, Have)

| | |
|--|---|
| $\begin{cases} 1. I \text{ have been called.} \\ 2. \text{Thou hast been called.} \\ 3. He \text{ has been called.} \end{cases}$ | $\begin{cases} We \text{ have been called.} \\ You \text{ have been called.} \\ They \text{ have been called.} \end{cases}$ |
|--|---|

PROGRESSIVE—*(Wanting).*
Interrogative Form—Have I been called? Hast thou been called? &c.

PAST PERFECT TENSE (Sign, Had).

Singular.

1. *I* had called.
2. *Thou* hadst called.
3. *He* had called.

Plural.

- We* had called.
You had called.
They had called.

PROGRESSIVE—*I* had been calling, *thou* hadst been calling, &c.
Interrogative Form—Had *I* called? Hadst *thou* called? &c.

FUTURE PERFECT TENSE (Signs, Shall have and Will have).

Unemphatic—denoting mere futurity.

1. *I* shall have called. | *We* shall have called.
2. *Thou* wilt have called. | *You* will have called.
3. *He* will have called. | *They* will have called.

PROGRESSIVE—*I* shall have been calling, *thou* wilt have been calling, &c.
Interrogative Form—Shall *I* have called? Shalt *thou* have called? Will *he* have called? &c.

Emphatic—denoting purpose, obligation, &c.

EMPHATIC FORM—*I* will have called, *thou* shalt have called, *he* shall have called, &c.
Interrogative Form—Shall *I*, wilt *thou*, and shall *he* have called? &c.

PAST PERFECT TENSE (Sign, Had).

Singular.

1. *I* had been called.
2. *Thou* hadst been called.
3. *He* had been called.

Plural.

- We* had been called.
You had been called.
They had been called.

PROGRESSIVE—(Wanting).
Interrogative Form—Had *I* been called? Hadst *thou* been called? &c.

FUTURE PERFECT TENSE (Signs, Shall have and Will have).

Unemphatic—denoting mere futurity.

1. *I* shall have been called. | *We* shall have been called.
2. *Thou* wilt have been called. | *You* will have been called.
3. *He* will have been called. | *They* will have been called.

PROGRESSIVE—(Wanting).
Interrogative Form—Shall *I* have been called? Shalt *thou* have been called? Will *he* have been called? &c.

Emphatic—denoting purpose, obligation, &c.

EMPHATIC FORM—*I* will have been called, *thou* shalt have been called, *he* shall have been called, &c.
Interrogative Form—Shall *I*, wilt *thou*, and shall *he* have been called? &c.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|--|-------------------------------------|
| 1. (If, though, &c.) <i>I</i> call. | (If, though, &c.) <i>we</i> call. |
| 2. (If, though, &c.) <i>thou</i> call. | (If, though, &c.) <i>you</i> call. |
| 3. (If, though, &c.) <i>he</i> call. | (If, though, &c.) <i>they</i> call. |

PROGRESSIVE—(If, though, &c.) *I* be calling, (If, though, &c.) *thou* be calling, &c.

PAST TENSE.

| | |
|--|---------------------------------------|
| 1. (If, though, &c.) <i>I</i> called. | (If, though, &c.) <i>we</i> called. |
| 2. (If, though, &c.) <i>thou</i> calledst. | (If, though, &c.) <i>you</i> called. |
| 3. (If, though, &c.) <i>he</i> called. | (If, though, &c.) <i>they</i> called. |

PROGRESSIVE—(If, though, &c.) *I* were calling, &c.

PRESENT PERFECT TENSE (Sigh, Have).

| | |
|---|---|
| 1. (If, though, &c.) <i>I</i> have called. | (If, though, &c.) <i>we</i> have been called. |
| 2. (If, though, &c.) <i>thou</i> have called. | (If, though, &c.) <i>you</i> have been called. |
| 3. (If, though, &c.) <i>he</i> have called. | (If, though, &c.) <i>they</i> have been called. |

PROGRESSIVE—(If, &c.) *I* have been calling, &c.

NOTE.—The form of the remaining Tenses is the same in the Subjunctive as in the Indicative Mood.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|---|--|
| 1. (If, though, &c.) <i>I</i> be called. | (If, though, &c.) <i>we</i> be called. |
| 2. (If, though, &c.) <i>thou</i> be called. | (If, though, &c.) <i>you</i> be called. |
| 3. (If, though, &c.) <i>he</i> be called. | (If, though, &c.) <i>they</i> be called. |

PROGRESSIVE—(Wanting).

PAST TENSE.

| | |
|---|--|
| 1. (If, though, &c.) <i>I</i> were called. | (If, though, &c.) <i>we</i> were called. |
| 2. (If, though, &c.) <i>thou</i> wert called. | (If, though, &c.) <i>you</i> were called. |
| 3. (If, though, &c.) <i>he</i> were called. | (If, though, &c.) <i>they</i> were called. |

PROGRESSIVE—(If, &c.) *I* were being called, &c.

PRESENT PERFECT TENSE (Sigh, Have).

| | |
|--|---|
| 1. (If, though, &c.) <i>I</i> have been called. | (If, though, &c.) <i>we</i> have been called. |
| 2. (If, though, &c.) <i>thou</i> have been called. | (If, though, &c.) <i>you</i> have been called. |
| 3. (If, though, &c.) <i>he</i> have been called. | (If, though, &c.) <i>they</i> have been called. |

PROGRESSIVE—(Wanting).

NOTE.—The form of the remaining Tenses is the same in the Subjunctive as in the Indicative Mood.

POTENTIAL MOOD.

PRESENT TENSE (Signs, May, Can, Must).

Singular. | *Plural.*

- | | |
|---------------------|----------------|
| 1. I can call. | We can call. |
| 2. Thou canst call. | You can call. |
| 3. He can call. | They can call. |

PROGRESSIVE—*I can be calling, thou canst be calling, &c.*

Interrogative Form—Can I call? Canst thou call? &c.
Use in a similar manner 'May' and 'Must.'

PAST TENSE (Signs, Might, Could, Would, Should).

- | | |
|-----------------------|------------------|
| 1. I could call. | We could call. |
| 2. Thou couldst call. | You could call. |
| 3. He could call. | They could call. |

PROGRESSIVE—*I could be calling, thou couldst be calling, &c.*

Use in a similar manner 'Might,' 'Would,' and 'Should.'

PRESENT PERFECT TENSE (Signs, 'May have,' 'Can have,' 'Must have').

- | | |
|----------------------------|-----------------------|
| 1. I can have called. | We can have called. |
| 2. Thou canst have called. | You can have called. |
| 3. He can have called. | They can have called. |

PROGRESSIVE—*I can have been calling, thou canst have been calling, &c.*

Use in a similar manner 'May have' and 'Must have.'

POTENTIAL MOOD.

PRESENT TENSE (Signs, May, Can, Must).

Singular.

- | | |
|--------------------------|---------------------|
| 1. I can be called. | We can be called. |
| 2. Thou canst be called. | You can be called. |
| 3. He can be called. | They can be called. |

PROGRESSIVE—(Wanting).

Interrogative Form—Can I be called? Canst thou be called, &c.

Use in a similar manner 'May' and 'Must.'

PAST TENSE (Signs, Might, Could, Would, Should).

- | | |
|----------------------------|-----------------------|
| 1. I could be called. | We could be called. |
| 2. Thou couldst be called. | You could be called. |
| 3. He could be called. | They could be called. |

PROGRESSIVE—(Wanting).

Use in a similar manner 'Might,' 'Would,' and 'Should.'

PRESENT PERFECT TENSE (Signs, 'May have,' 'Can have,' 'Must have').

- | | |
|---------------------------------|----------------------------|
| 1. I can have been called. | We can have been called. |
| 2. Thou canst have been called. | You can have been called. |
| 3. He can have been called. | They can have been called. |

PROGRESSIVE—(Wanting).

Use in a similar manner 'May have' and 'Must have.'

PAST PERFECT TENSE (Signs, 'Might have,' 'Could have,' 'Would have,' 'Should have').

Singular.

1. I could have called.

2. *Thou couldst have called.*

3. *He* could have called.

Use in a similar manner 'Might have,' 'Would have,'
'Should have.'

Plural.

We could have called.

You could have called.

They could have called.

IMPERATIVE MOOD.

PRESENT TENSE.

Call (thou).

Call (ye or you).

INFINITIVE MOOD.

PRESENT TENSE.

INDEFINITE—To call.

PROGRESSIVE—To be calling.

PAST TENSE.

PERFECT—To have called

PROGRESSIVE—To have been calling.

PARTICIPLES.

SIMPLE PRESENT—Calling:

COMPOUND PAST—Having called,

**PAST PERFECT TENSE (Signs, 'Might have,' 'Could have,'
'Would have,' 'Should have.'**

Singular.

I, I could have been called.

2. *Thou couldst have been*

| | |
|---------|---------|
| called. | called. |
|---------|---------|

He could have been called. *They* could have been called. Use in a similar manner 'Might have,' 'Would have,' 'Should have.'

Plural.

We could have been called.

You could have been

called.

IMPERATIVE MOOD.

PAST TENSE.

Be (*thou*) called. | Be (*ye or you*) called.

INFINITIVE MOOD.

PRESENT TENSE.

INDEFINITE—To be called.

PROGRESSIVE—(Wanting).

PAST TENSE.

PERFECT--To have been called.

PROGRESSIVE—(Wanting).

PARTICIPLES.

COMPOUND PRESENT—Being called.

SIMPLE PAST—Called.

COMPOUND PAST—Having been called,

ACTIVE VOICE.

PASSIVE VOICE.

INDICATIVE MOOD.

Tense.

PRESENT. { INDEF. — *I smite, thou smitest, &c.*

 { PROG. — *I am smiting, thou art smiting, &c.*

 { PERF. — *I have smitten, thou hast smitten, &c.*

I am smitten, thou art smitten, &c.

I am being smitten, thou art being smitten, &c.

I have been smitten, thou hast been smitten, &c.

PAST. { INDEF. — *I smote, thou smotest, &c.*

 { PROG. — *I was smiting, thou wast smiting, &c.*

 { PERF. — *I had smitten, thou hadst smitten, &c.*

I was smitten, thou wast smitten, &c.

I was being smitten, thou wast being smitten, &c.

I had been smitten, thou hadst been smitten, &c.

 { INDEF. — *I shall smite, thou wilt smite, &c.*

 { PROG. — *I shall be smiting, thou wilt be smit-*

 { ing, &c.

 { PERF. — *I shall have smitten, thou wilt have*

 { smitten, &c.

I shall be smitten, thou wilt be smitten, &c.

I shall have been smitten, thou wilt have been smitten,

&c.

SUBJUNCTIVE MOOD.

PRESENT. { INDEF. — (if) *I smite, (if) thou smite, &c.*

 { PROG. — (if) *I be smiting, (if) thou be smiting,*

 { &c.

 { PERF. — (if) *I have smitten, (if) thou have*

 { smitten, &c.

(if) *I be smitten, (if) thou be smitten, &c.*

(if) *I have been smitten, (if) thou have been smitten, &c.*

PAST. { INDEF. — (if) *I smote, (if) thou smote, &c.*

 { PROG. — (if) *I were smiting, (if) thou wert*

 { smiting, &c.

(if) *I were smitten, (if) thou wert smitten, &c.*

(if) *I were being smitten, (if) thou wert being smitten,*

&c.

Tense.

POTENTIAL MOOD.

| | | |
|-------|---|---|
| PRES. | { | INDEX.— <i>I</i> may or can smite, <i>thou</i> mayst or <i>I</i> may or can be smitten, <i>thou</i> mayst or canst be caust smite, &c. |
| | | PERR.— <i>I</i> may or can have smitten, <i>thou</i> mayst <i>I</i> may or can have been smitten, <i>thou</i> mayst or canst or caust have smitten, &c. |
| PAST. | { | INDEX.— <i>I</i> might smite, <i>thou</i> mightest, &c. |
| | | PERR.— <i>I</i> might have smitten, <i>thou</i> mightest, <i>I</i> might have been smitten, <i>thou</i> mightest, &c. |

IMPERATIVE MOOD.

| | |
|------------------------|-----------------------------|
| smite (<i>thou</i>). | Be (<i>thou</i>) smitten. |
|------------------------|-----------------------------|

INFINITIVE MOOD.

| | | | |
|-------|---|-----------------------------|-----------------------|
| PRES. | { | INDEX.—To smite. | To be smitten. |
| | | PROG.—To be smiting. | |
| PAST. | { | PERR.—To have smitten. | To have been smitten. |
| | | PROG.—To have been smiting. | |

PARTICIPLES.

| | |
|-------------------------------|------------------------------------|
| SIMPLE PRESENT—Smiting. | COMPOUND PRESENT—Being smitten. |
| COMPOUND PAST—Having smitten. | SIMPLE PAST—Smitten. |
| | COMPOUND PAST—Having been smitten. |

SYNTAX.

INTRODUCTORY MATTER.

245. SYNTAX teaches—

- (a) How words are formed into **Sentences** ;
- (b) How the **words** in a **Sentence** are **related** to each other ; and
- (c) How **Sentences** are **related** to each other.

246. In dealing with ‘**Classification**’ and ‘**Inflection**,’ incidental reference was made to the chief combinations of the parts of speech with each other. These are as follow :—

- 1. A **Finite Verb** with the **Noun** or **Pronoun** used as **Subject** ;
- 2. A **Transitive Verb** with the **Noun** or **Pronoun** used as **Object** ;
- 3. An **Adjective** with the **Noun** which it distinguishes or describes ;
- 4. An **Adverb** with the **Verb**, **Adjective**, or other **Adverb**, whose meaning it modifies ; and
- 5. **Nouns** (or **Pronouns**) joined by **Prepositions** to **Verbs**, **Adjectives**, or other **Nouns**.

247. One of the above combinations—viz., that of a **Subject** with a **Finite Verb**, is essential to every sentence. This is easy to understand ; for a sentence, which is simply ‘*a fact expressed in words*,’ must contain—

- 1. The **name** of what we are speaking of ; and
- 2. What we **say** or **state** about the thing spoken of. The former is called the **Subject** ; and, being a name, it must be either a **Noun** or a **Noun equivalent**. The latter is called the **Predicate** ; and, being the stating

part of the sentence, it must either be a **Verb**, or contain a **Verb**, this being the only part of speech which states. Thus the expression of a fact consists essentially in putting a **naming word** along with a **stating word**; i.e., in combining a *Subject* with a *Finite Verb*; e.g., "*Wind blows.*"

Notice that the Noun '*wind*' cannot, of itself, express a thought; it is a mere *name*. Observe also that the Verb '*blows*' cannot, of itself, express a thought; for it simply denotes an *action*. But when the two words are put together, a *meaning* flashes at once upon the mind—a *fact* is expressed—a **SENTENCE** is formed, viz., "*Wind blows.*"

For further information, see '*Analysis of Sentences.*'

248. The leading facts of Syntax are usually expressed in the form of a set of *Rules* and *illustrations*, showing how to combine and arrange the parts of speech and their inflections, so as to form correct sentences. These are classed as—

1. **Rules of Concord or Agreement**;
2. **Rules of Government**; and
3. **Rules of Arrangement.**

249. If one word be of a certain **Case**, **Gender**, **Number**, or **Person**, because another word is of that particular **Case**, **Gender**, **Number**, or **Person**, the two are said to agree or to be in **Concord**.

Thus in the sentence "*Thou sleepest,*" the Verb '*sleepest*' is *Second Person, Singular Number*, because its Subject '*thou*' is *Second Person, Singular Number*; '*thou*' and '*sleepest*' are therefore said to agree or to be in concord. Similarly '*his*' and '*lion*' are in concord in "*The lion seeks his prey by night,*" the word '*his*' being *Masculine Gender* and *Singular Number*, because '*lion*' is *Masculine Gender* and *Singular Number*.

Words in concord may be said to **suit each other**. Notice how unsuited to each other are the following disagreeing words:—'*I writes,*' '*this pens,*' '*the lion seeks her prey by night.*'

250. By **Government** we mean that one word obliges another to be of some particular **Case** or **Mood**.

Thus a **Transitive Verb** causes its **Direct Object** to

be in the **Objective Case**; e.g., "John hurt *me*" (not "John hurt *I*").

251. Arrangement is the placing of words in a sentence. Words are properly placed when they convey the **exact sense intended**. Observe how the position of the word '**only**' affects the meaning of the following sentence :—

You *only* are permitted to attempt six questions.
 You are *only* permitted to attempt six questions.
 You are permitted *only* to attempt six questions.
 You are permitted to attempt *only* six questions.

RULES OF SYNTAX.

SUBJECT AND VERB—CONCORD.

252. GENERAL RULE.—A Verb must agree with its Subject in **Number and Person**; as, "*I am*;" "*Thou art*;" "*He is*;" "*Thou walkest*;" "*The boys walk*." '*They am*' is incorrect, because '*they*' is Third Person, Plural Number, and '*am*' is First Person, Singular Number. Similarly, '*The boys walks*' is incorrect, for '*walks*' is Singular, and '*boys*' is Plural.

1. The **Subject** is often called the **Nominative to the Verb**, because it is usually a Noun or a Pronoun in the Nominative Case.

2. When we speak of a Verb as having Number and Person, we mean only that it **alters its form** to suit itself to certain changes in the Number and Person of its Subject. Thus, if in the sentence, '*I sleep*,' the Pronoun '*I*' (First Person) be changed to '*thou*' (Second Person), a corresponding change must be made on the form of the Verb in order to make the words suit each other; e.g., '*Thou sleepest*.' Again, if in the sentence '*He sleeps*,' the Pronoun '*he*' (Singular Number) be changed to '*they*' (Plural), the Verb '*sleeps*' becomes '*sleep*'; thus, '*They sleep*.' This is therefore all that is meant by saying—

1. That a **Verb** has **Number and Person**; and
2. That it **agrees with its Subject in Number and Person**.

SPECIAL RULES.

253. The following are Special Rules, which should be carefully learned and remembered :—

1. When two or more Singular Subjects are connected by 'and,' the Verb should be Plural ; as,

"John AND James read well."

"Jane AND Mary are diligent girls."

"Ignorance AND idleness lead to vice."

To this rule there are the following exceptions :—

(a) When the Singular Subjects connected by 'and' denote one idea or the same individual, the Verb should be Singular ; as,

"The mind AND spirit remains invincible."

"Bread AND butter is wholesome."

*"A laggard in love, AND a dastard in war,
Was to wed the fair Ellen of brave Lochinvar."*

(b) When a Verb is followed by several Singular Nominatives connected by 'and,' it usually agrees in the Singular with the first only ; as,

"Now abideth faith, hope, and charity."

2. When two or more Singular Subjects are joined by 'or,' 'nor,' or 'as well as,' the Verb is Singular ; as,

"John OR James is in the house."

"Neither Frank NOR Arthur writes well."

"The earth, AS WELL AS the moon, is round."

3. When two Subjects or Nominatives of different Numbers or Persons are joined by 'or' or 'nor,' the Verb agrees with the nearer Nominative ; as,

"Neither he NOR I am fit for the task."

"Are the pupils OR the master to blame?"

"NEITHER the captain NOR the sailors were saved."

NOTE.—In such cases the Plural Nominative should be placed next the Verb.

4. When the Subject is a Collective Noun, the Verb

is put into either the **Singular** or the **Plural Number**, according as **unity** or **plurality of idea** is prominent ; as,

"The *parliament* meets next week."

"The *jury* were divided."

In other words, when the objects denoted by a **Collective Noun** are regarded as a **whole**, the Verb should be **Singular** ; but when attention is called to the **separate members** of the collection, the Verb should be **Plural**.

5. When the **Infinitive Mood**, a **phrase**, or a **sentence** is made the **Subject**, the Verb should be **Singular** ; as, "*To win* is pleasant." "*His winning the prize* was creditable to him." "*That he won the prize* was creditable to him."

Phrases and sentences thus used are equivalent to **Nouns**, and are called respectively **Noun-Phrases** and **Noun-Sentences**. They may stand either as the **Subject** or the **Object** of a Verb.

254. **Observations.** — The words **riches**, **alms**, and **means**, are frequently used with a **Singular Verb** ; but it should be observed that the **s** in **alms** and the **es** in **riches** are not **Plural signs**, the original words being *ælfmesse* (Saxon) and *richesse* (French), both **Singular**. The **s** in **means** and **news**, is a sign of the **Plural**. **Means** may take a Verb in either the **Singular** or the **Plural** ; as, "*The means* was good" (denoting *one* instrumentality) ; or, "*The means* were good" (denoting more than one). **News** is always put with a **Singular Verb** ; as, "Are ye sure the *news* is true?"

ARRANGEMENT OF THE SUBJECT.

255. **GENERAL RULE.** The **Subject** usually **precedes** the Verb ; as,

"*Grass* GROWS in the fields."

"*Cows* EAT grass."

256. To this rule there are many exceptions. For example, the **Subject** follows the Verb—

✱ In **Questions** and **Commands** ; as,

"ARE the *apples* ripe?"

"TAKE *you* my place."

"COME hither" = "COME (*thou*) hither."

2. When the introductory Adverb 'there' * precedes the Verb; as,

"There WAS a *man* named Nicodemus."

"There AROSE a violent *tempest*."

3. Often, especially in poetry, when an **emphatic Adverb** stands at the **beginning** of a sentence; as,

"Up JUMPED the *cat*, and down LEAPT the *mouse*."

"Then SANK the *star* of Solyma."

"There STANDS Philip's *farm*."

"Here IS the *river*."

4. When an **emphatic Adjective** begins a sentence; as,

"Great IS *Diana* of the Ephesians."

"Glorious ARE thy *works*."

5. When the **Subjunctive** with 'If' understood begins a sentence; as,

"WERE I, Brutus."

6. In such expressions as 'said he,' 'thought I,' &c.; e.g.,

"Trim, SAID my *uncle Toby*."

Exercise 23.

Correct the following errors:—

Good pupils loves their books. James and John learns their lessons. That eminent teacher and scholar were buried yesterday. The bow and arrow were once used as an instrument of war. Either idleness or stupidity are the cause of his bad fortune. Neither the soldiers nor the general are to blame. Neither the general nor the soldiers is to blame. You say you art a better soldier. The council has subscribed for a portrait of their chairman. The head and front of my offending have this extent, no more. The children and I am in the garden. A great writer and eminent critic have said. The dog and the cat does not agree. The news he brought were good. The song of birds are sweet.

* In the following sentence notice the difference of meaning between 'there' used idiomatically to introduce a sentence, and the same word used as an Adverb of Place: "John was baptizing in *Ænon*, because *there* was much water *there*."

AGREEMENT BY APPPOSITION.

257. **GENERAL RULE.**—When two or more Nouns or a Noun and a Pronoun, denoting the **same person or thing**, come together in the same Sentence, they agree in Case by **apposition**; as,

“Make friends with *Tray*, the *house-dog*.”

“*Luke*, the beloved *physician*, greets you.”

“*I, John*, was in the isle which is called *Patmos*.”

Sometimes a Noun is put in apposition with a sentence; e.g., “*JOHN IS ATTENTIVE*, a *fact* which accounts for his rapid progress.” Sometimes a sentence is put in apposition with a Noun; e.g., “What accounts for John’s rapid progress is the *fact* that he is diligent.”

258. The Verb ‘**To Be**’ takes the same case after it as before it; e.g.,

“*I AM he*” (*I* and *he* both Nominative).

“*He IS a good man*” (*he* and *man* both Nominative).

“*I proved him TO BE a good man*” (*him* and *man* both Objective).

259. Several Verbs act like ‘**To Be**’ in this respect. For example—

1. The Verbs—to **seem**, **become**, **appear**, and some others, take a **Nominative** before and a **Nominative** after them, as, “The *cat* **SEEMS** a *pet*” (*cat* and *pet* both Nominative). Similarly, “*John* **APPEARS** a lively *boy*.” “*James* **BECAME** a *clerk*.” “*Tom* **STRUTS** a *soldier*.”

2. The Verbs—to **call**, **name**, **make**, **create**, **appoint**, and some others, when used in the **Passive Voice**, take a **Nominative** before and a **Nominative** after them; e.g., “The *child* **IS CALLED** *John*” (*child* and *John* both Nominative). Similarly, “*Sir Thomas* **IS APPOINTED** *Chairman*.” “*Mr. Hayes* **WAS MADE** *President*.” “*James* **IS CONSIDERED** an honest *man*.” “*Mr. Disraeli* **WAS CREATED** an *Earl*.”

260. The agreeing words before and after all such Verbs, denote the **same person or thing**. This, which may be considered a kind of apposition, explains why they agree. Observe, however, that when a Verb is used

reflectively, the Noun and Pronoun before and after it, denote the same person or thing, but do not agree in Case; e.g., "John has hurt himself." "The spring will uncoil itself."

Nom.
Obj.
Nom.

Obj.

Exercise 24.

(a) Correct the following errors, and, in each instance, quote the rule which you apply.

That is him. I suspected it to be he. Is it me you wish to speak to? Napoleon, him who died at St. Helena, was a native of Corsica. Whom do men say that he is? It was them who told me. Whom do you think it was? Perhaps it was her. Joan of Arc, her who was burned by the English at Rouen, was an enthusiast. He proved it to be they that were in fault.

(b) Point out the agreeing Cases in the following, and show why they agree.

I have been your friend for many years. John, who seems a delicate boy, is a very earnest student. Smith became a rich man after he was made a partner in the firm. Who do they say I am? Did you ever hear how John's penny grew a shilling? Ignorance is the cause of much vice. If John were not a coward, he would not be a truant. James remained a clerk to the end of his days. I find John to be the most diligent worker in the class. Mr. B. has been elected member for the county. He will prove a good representative. Among the stones I stood a stone.

PRONOUN AND ANTECEDENT.

261. GENERAL RULE.—Pronouns agree in Number, Gender, and Person, with the Nouns for which they stand; as,

"JANE is diligent, *she* learns *her* lessons."

"JOHN came late, *he* was detained by the way."

"JAMES and FRANK were in the GARDEN; *they* say that *it* is full of TREES *which* are covered with fruit."

262. The above rule includes the two following special rules:—

1. A Relative Pronoun must agree with its antecedent in Gender, Number, and Person; as, "*I* who am your teacher;" "*Thou who* art my pupil;" "*Boys that* steal are bad companions."

2. When the antecedent consists of two or more Nouns or Pronouns in the **Singular Number** connected by 'and,' the Relative must be **Plural** ; as,

"*He AND I who were present, saw the occurrence.*"

"*I met John AND James who were going to school.*"

263. The Relative need not be of the same Case as its antecedent. The Case of the Relative depends upon its relation either to the Verb or to some Noun or Preposition in its own clause. The two following rules should be understood and committed to memory :—

1. The Relative is the **Nominative** to the Verb in its own clause, if no other **Nominative** comes between the Relative and the Verb ; as,

"*He that is virtuous, is happy.*"

"*The girl who won the prize, received it.*"

2. If a **Nominative** comes between the Relative and the Verb, then the Relative is either in the **Objective Case** governed by the Verb following or by a **Preposition** going before, or in the **Possessive Case** governed by a Noun following ; as,

"*He whom we worship, by whose gift we live, and by whom all things were made, is the Lord.*"

264. The Relative '**that**' should be preferred to '**who**' or '**which**' in the following cases :—

1. **After superlatives** ; as, "*The finest music that ever you heard.*" "*The best poem that ever was written.*"

2. If the antecedent consists of two words, one denoting a person and the other not ; as,

"*The man and the ass that I met.*"

265. SUPPRESSION OF THE RELATIVE, &c.

1. The Relative, when in the **Objective Case**, is frequently omitted ; as, "*The boy I met by the way*" = "*The boy whom I met by the way.*" "*The pen I am writing with*" = "*The pen which I am writing with.*"

2. In poetry we find the Relative occasionally omitted in the **Nominative Case** ; as,

"*What is this absorbs me quite ?*" =

"*What is this which absorbs me quite ?*"

"There are twenty of Roslin's barons bold,
Lie buried within that proud chapelle."

"Lie buried" = "Who lie buried."

3. The antecedent is often omitted in poetry; e.g.,

"Who lags for dread of daily work,
Commits a folly and a crime."

"Who lags" = "He who lags."

4. The Relative '**what**' includes both the antecedent and the Relative; thus, "Did you hear *what* was said?" = "Did you hear *that which* was said?"

Parse '*that*,' Objective Case governed by '*did hear*,' and '*which*,' Nominative Case to the Verb '*was said*.'

Another way of parsing this sentence is to take '*what*' as Nominative to '*was said*,' and '*what was said*,' as the Object of '*did hear*.'

Exercise 25.

- (a) Correct the following errors:—

O Thou who are the leader of Israel. He is the best boy whom I have in my class. I am the man who teach you. I who speaks to you am the person. That is the girl who I gave the pen to. The boy and the dog which were lost have been found. He was the first who died. The bravest soldier who was in the camp could not have been more fearless. I am the man who love his friends. I am the man, who loves my friends. It is he who speakest to you.

- (b) Tell the Gender, Number, and Person of the Pronouns in the following:—

John is a boy who has a good mind. Did you do the exercises which I appointed? John, who they thought was their enemy, proved himself a friend. Jane is a girl whose truthfulness is admired. His language was the same as I have used. Have you got what you wanted? Jane and Mary are two girls that work diligently. His arguments were as follow.

- (c) Supply and parse the omitted Relatives.

The barge she sat in burned on the water. The youth came to order the thin toast the landlord spoke of. The man I asked could give me no information. Where is the boy I gave my book to? Did you post the letter I gave you? James is a boy everybody likes. Remember the lesson I taught you.

"You are the man must bring our babes
To wealth or misery."

ADJECTIVE AND NOUN.

266. GENERAL RULE.—Every Adjective refers to a Noun or something equivalent to a Noun ; as,

"Horses are *noble* ANIMALS, THEY are *useful* also."

"TO DRIVE is *pleasant* on a warm day."

1. When the quality expressed by an Adjective is affirmed or denied (predicated) of the Noun, the Adjective is said to be used **predicatively** ; as,

"Sugar is *sweet*." "Milton was *blind*."

2. The Adjective is used predicatively after to be, seem, become, appear, and certain other **Intransitive Verbs** ; e.g., "The bird seems *tame*." "John has grown *rich*." "Frank is not *proud*, although he has become *eminent*." "Thomas proved *deceitful*."

3. When an Adjective is put close to the Noun, it is said to be used **attributively** ; as, "The *feathery* palm-trees." "The *sunny* skies." "The twilight *cold* and *gray*."

4. In the **attributive relation**, the quality expressed by the Adjective, is simply ascribed or attributed to the Noun, not predicated of it. But all **Adjectives** (Participles included), whether expressing quality or not, are considered **attributive** when put close to the Noun ; e.g., "A *slate*." "The *pen*." "That *man*." "Two *men*." "No *men*." "His *books*." "Men *wounded* in battle."

267. The attributive relation is also expressed by means of—

1. A Noun in the **Possessive Case** ; as, "John's *hat*."

2. A Noun in **apposition** ; as, "James, the *blacksmith*."

3. A Noun preceded by the Preposition **of** ; as, "A man *of wisdom*."

4. A **descriptive phrase** joined to a Noun by means of a Preposition ; as, "The man *with the umbrella* is my cousin."

5. A **descriptive sentence** introduced by a **Relative Pronoun** ; as, "The storm *that was foretold*, did not happen."

These all play the part of Adjectives, because their function is to describe Nouns. Call a phrase describing a Noun, an **ADJECTIVE-PHRASE**; and a sentence describing a Noun, an **ADJECTIVE-SENTENCE**.

268. CONCORD OF ADJECTIVE AND NOUN.

1. **This** and **that** agree in Number with the Nouns which they point out; as,

"That man;" "Those houses."

These are the **only** Adjectives in English, which agree with the Noun by **inflection**. They are also used as Pronouns.

2. **Each**, **every**, **either**, and **neither** are Singular, and must be followed by a Verb, a Noun, or a Pronoun, in the Singular; as,

"Each person walks past in his turn."

"But every man in his own order."

"Either of the two is able to do it."

"Every man, woman, and child was saved."

Each, **either**, and **neither** are often used as Pronouns. **Either** is a Pronoun in the above example. **Every**, in ordinary language, is seldom a Pronoun.

ARRANGEMENT OF ADJECTIVES.

269. **RULE 1.** When the Adjective is used **attributively**, its natural place is **immediately before the Noun** which it qualifies; as, "A *green* field;" "A *good* scholar."

Exceptions.—The natural order is departed from in such cases as the following:—

- (a) When the Adjective is combined with some word or phrase which modifies its meaning; as, "A MAN *worthy* of respect." "A PUPIL *anxious* to please." "A WALL six feet *high*." "A BOY ten years *old*."
- (b) When several Adjectives are connected with the same Noun; as, "A COUNTRY *great, glorious, and free*." "A MAN *wise, learned, and respected*."

(c) When the Adjective is qualified by an Adverb, it often follows its Noun ; as, "A SERVANT strictly *honest*." "A PERSON scrupulously *exact*."

(d) When the Adjective is used as a title ; as, "ALFRED the *Great* ;" "WILLIAM the *Silent*."

RULE 2. When the Adjective is used predicatively, its natural place is after such Verbs as—to be, to seem, to appear, to become, to remain, &c. ; as,

"James is *clever*." "He WILL BECOME *famous*."

Exception.—But when it is desired to give emphasis to the Adjective, this order is inverted ; as,

"*Green* BE thy fields." "*Rich* and *rare* WERE the gems she wore." "*Great* IS Diana of the Ephesians."

Exercise 26.

(a) Distinguish the Adjectives used attributively from those used predicatively.

(b) Pick out the Adjective-Phrases and the Adjective-Sentences.

No useless coffin enclosed his breast. Few and short were the prayers which we said. There in the twilight cold and gray, lifeless but beautiful he lay. Hear the words of wisdom, which the wise man utters. Look at little Willie with his many pretty wiles. The way was long, the wind was cold. The person who told me is truthful. You yet may spy the fawn at play. I flew to the pleasant fields traversed so oft in life's morning march when my bosom was young. The judge on the bench must be respected. Who is the tall man at the wheel, that steers the ship? Our English archers bent their bows, their hearts were good and true. The tale which you relate seems incredible. James, who was once a lazy boy, has become diligent and attentive. Our efforts have proved successful. I have a large dog that barks fiercely. The fable of the dog in the manger describes the behaviour of many a selfish, quarrelsome person. A bird in the hand is sure. The story of the man in the moon is a mere myth. I met a whining schoolboy with his satchel. He is a man of intellect, but he has a heart of stone.

VERB AND OBJECT.

270. GENERAL RULE.—Transitive Verbs in the Active Voice govern the Objective Case of Nouns and Pronouns ; as,

"Good pupils *respect* their *masters*."
 "The master *praised* *me*."

271. In the Active Voice, the Verbs, to call, name, appoint, make, create, esteem, elect, &c., govern two Objectives of the same person or thing; as,

"They APPOINTED *him* *teacher*." "They CALLED the *child* *James*." "They MADE *him* *president*." "I CONSIDER *Henry* a good *boy*."

Notice here that both Objects are Direct, and that the second is descriptive or complementary of the first. When Verbs of this class are changed to the Passive Voice, the two Objectives become two Nominatives, one before the Verb and the other after it; thus, "They MADE *him* *president*" (*him* and *president* both Objective). "*He* WAS MADE *president*" (*he* and *president* both Nominative).

272. The Verbs—give, tell, buy, sell, teach, send, ask, lend, and some others, are followed in the Active Voice by two Objectives, one of a person and the other of a thing; as,

"I GAVE *him* a *present*." "He SENT *me* a *flower*."
 "FORGIVE *us* our *debts*." "He ASKED *her* a *question*."
 "I TAUGHT *them* *grammar*."

1. The Objective of the thing is the Direct Object; the Personal Object is Indirect, for you may govern it by a Preposition understood; e.g.,

"Give *me* a *pen*" = "Give (to) *me* a *pen*."
 "Teach *me* my *duty*" = "Teach (to) *me* my *duty*."
 "I asked *him* a *question*" = "I asked (of) *him* a *question*."
 "Saddle *me* the *ass*" = "Saddle (for) *me* the *ass*."

2. The two Objects which follow Verbs of *teaching* and *asking* are regarded by some grammarians as being both Direct. Verbs of *teaching* and *asking* are followed in Latin by two Direct Objects. In English, however, it is better to consider every Object as Indirect, which can be explained by supplying a Preposition to govern it, as in the above examples.

3. When Verbs of this kind are used in the Passive Voice, the **Personal Object** usually becomes the **Nominative** to the Verb, the other remaining as an **Objective** following after ; as,

"The master TAUGHT *him grammar*" = "*he WAS TAUGHT grammar* by the master."

4. But sometimes either **Object** may become the **Nominative**, the other remaining as an **Objective Case** after the Passive Voice ; thus we can say—

"*He WAS TOLD the story ;*" or, "*The story WAS TOLD him.*" "*He WAS BESTOWED a book ;*" or, "*A book WAS BESTOWED HIM.*" "*He WAS FORGIVEN the debt ;*" or, "*The debt WAS FORGIVEN him.*"

INTRANSITIVE VERBS—THE OBJECT.

273. The following rules regarding Intransitive Verbs are both interesting and important :—

1. **Intransitive Verbs** become **Transitive**, if followed by a **Noun akin in meaning** ; as,

"He DIES the traitor's *death*."

"He LAUGHED a *laugh* of merry scorn."

"They SLEPT their *sleep* outright."

"The disease RAN its *course*."

2. Intransitive Verbs become Transitive, if used in a **causative** sense ; as,

"He TROTTED the *pony*" (*trotted* = *caused to trot*).

"RAISE the *window*" (*raise* = *cause to rise*).

3. Some Intransitive Verbs become Transitive by the addition of a **Preposition** ; e.g., "*Fortune smiled on him.*" "*The people laughed at him.*"

"*To smile on*" and "*to laugh at*" are each to be considered as one Verb ; (1) because it takes the Verb and the Preposition to express the one idea which is before the mind ; and (2) you may use "*to laugh at*" and "*to smile on*" in the Passive Voice ; thus, "*He was smiled on* by fortune ;" "*He was laughed at* by the people."

These are called **Prepositional** or **Compound Transitive** Verbs.

4. Intransitive Verbs are sometimes followed by an Objective Case denoting—

- (a) **Time**; as, "He **WILL COME** next week." "He **STAYED** two months with us." "I **AM** two summers older than you."
 (b) **Space or Distance**; as, "He **LIVES** a mile from town." "He **DROVE** three leagues into the country."
 "His stockings **ARE** a world too wide."

Objectives of time and space are Indirect Objects; for you can supply a Preposition to govern them, such as *at, for, by, during, &c.*

IMPERSONAL VERBS, &c.

274. An **Impersonal Verb** is one used with 'IT' as Subject. Some Impersonal Verbs are followed by a Direct, and others by an Indirect Object; e.g.,

- "It grieves me greatly" (*me*, Direct Object).
 "It becomes you to be earnest" (*you = for you*, Indirect Object).

1. '**Me**' in '**methinks**' and '**meseems**' is an Indirect Object. "**Methinks** I hear a spirit in your echoes" = "*It seems to me* I hear," &c. '**Thinks**' in '**methinks**' is not a part of the ordinary Verb '**To THINK**,' but an impersonal use of an old Verb, '**THINCAN**' = "*To seem or appear*."

2. '**Chase**' and '**day**' are Indirect Objects in—
 "Woe **WORTH** the chase, woe **WORTH** the day,
 That cost his life, my gallant gray."

'**Worth**' is here Third Person Imperative of an old Verb, '**WEORTHAN**' = to befall or happen.

- "Woe **WORTH** the chase" = "Woe **HAPPEN** to the chase."

THE INFINITIVE AS AN OBJECT.

275. The **Infinitive Mood** is governed by Verbs, Nouns, or Adjectives; as, John **LIKES** to study." "I **READ** to learn." "Your **DESIRE** to succeed is praiseworthy." "Are you **ANXIOUS** to remain?"

1. Sometimes the **Infinitive** is a Direct Object; e.g.,
 "John **LIKES** to study" = "John **LIKES** studying or study."

2. When the Infinitive expresses a purpose, or is governed by a Noun or an Adjective, it is to be parsed as an Indirect Object, because it is equivalent, in such cases, to an Abstract Noun governed by the Preposition 'for.' Thus, "I read *to learn*" = "I read *for learning*." "He is ready *to go*" = "He is ready *for going*." "His desire *to improve*" = "His desire *for improvement*."

This is often called the Dative Infinitive, being equivalent to the Dative Case in Latin.

276. ARRANGEMENT OF THE OBJECT.

1. When the Object is a Noun or a Personal Pronoun, it naturally follows the Verb which governs it; as,

"Brutus **KILLED** *Cæsar*."

"James **HELPED** *me*."

2. When the Object is a Relative Pronoun it precedes the Finite Verb which governs it; as,

"I have the pen **WHICH** you *lost*."

"James is a boy **WHOM** I *love*."

3. The Object is emphasised by taking it out of its natural order and placing it at the beginning of a sentence; as,

"*Him* I **HAVE CHOSEN**."

"*Money* I **WANT**, and *money* I **CRAVE**" (Christmas Rhyme).

Exercise 27.

Parse the following sentences syntactically, and quote the rules of Syntax which you apply:—

You have often obliged me. I saw you and him. John lent me his pen. Mr. Moore sent John a present. They named the child Alfred. The girl was appointed a pupil-teacher. The master forgave him his fault. I was asked a question which I could not answer. Teach me to feel another's woe. Mr. Brown teaches his boys music. You should love your neighbour as yourself. It behoves John to be very watchful. It pains me to see so many idle boys. The question was asked me before. John showed me the house where he lives. I was shown the house where John lives. John is an honest man. My friends will leave next Friday. The bridge of wood stood a furlong from the door. Thomas has lived ten years in that house. They went their way. May we live the life and die the death of the righteous. We bought the farm we tenanted before. Edmund thought money a *dead thing*. There stands Philip's farm where brook and river

meet. Who are you? Who shall I say called? Get what you can, and what you get hold. The river flowed over the meadow. The land was overflowed by the river. James is willing to go. John does not like to be from home.

PREPOSITION AND OBJECT.

277. GENERAL RULE.—Prepositions are followed by the **Objective Case** of Nouns and Pronouns; as,

"The ship sails *on the sea*."

"Give that *to me*."

1. When the Object is a **Relative** or an **Interrogative** Pronoun, it often precedes the Preposition; as,

"The pen *which* I am writing *with*."

"*What* are you thinking *of*?"

2. Prepositions often govern a **group of words** equivalent to a Noun; as,

"He is accused *of betraying his friend*."

3. The Preposition is **understood**—

(a) Before the **Indirect Object**; as,

"Lend *me* a pen" = "Lend *to me* a pen."

(b) After certain **Interjections**; as,

"Ah *me*!" = "Ah *for me*!"

"Woe is *me*!" = "Woe is *to me*!"

THE POSSESSIVE CASE.

278. GENERAL RULE.—A Noun or Pronoun in the **Possessive Case** is governed by a Noun, or the equivalent of a Noun, following after it; as,

"That is *James's* HOUSE."

"This is *my* PEN."

"*John's* ATTENDING SO WELL is in his favour."

1. Sometimes the governing Noun is **understood**;
e.g.,

"Call at the *grocer's*" (*grocer's* = *grocer's* SHOP).

"I passed *St. Paul's*" (*St. Paul's* = *St. Paul's* CHURCH).

2. The following use of the Possessive is **idiomatical** :

"He is a friend *of my father's*."

"That is a book *of my sister's*."

Such expressions are proper only when they can be explained thus :—

"He is a friend *of my father's*" = "He is a friend *out of my father's friends*" = "He is *one of my father's friends*." "That is a book *of my sister's*" = "That is a book *out of my sister's books*" = "That is *one of my sister's books*."

The Possessive stands as an attribute to the Noun which governs it. See § 267.

ADVERB AND VERB, ADJECTIVE, OR ADVERB.

279. Adverbs are joined to Verbs, Adjectives, or other Adverbs, to express relations of **time, place, manner, &c.** ; as,

"He **will soon** return."

"Come *hither*, my little page."

"He **often** **acts** *very rashly*."

"The sun is *very* **bright**."

280. **Adverbial relations** are also expressed by means of—

1. **Phrases introduced by Prepositions** ; e.g.,

"He came *at twelve o'clock*" (time).

"He spoke *with great energy*" (manner).

"William is digging *in the garden*" (place).

2. **Clauses or sentences** ; e.g.,

"The ship sailed *when the tide was full*" (time).

"You will find the book *where you left it*" (place).

"He acts *as a good boy should act*" (manner).

"*The wind being favourable*, we set sail" (cause).

3. Phrases and sentences which denote adverbial relations, are called **Adverb-Phrases** and **Adverb-Sentences** respectively.

281. **Observations.**—1. An Adverb may modify an Adverb-Phrase ; as,

"He arrived **JUST** *at that moment.*"

"The ball hit the target **EXACTLY** *in the centre.*"

2. Sometimes an Adverb modifies a sentence ; as,

"**PERHAPS** *I shall go to-morrow.*"

"**FORTUNATELY**, *we did not travel by that train.*"

3. Adverbs such as **only**, **even**, **not**, are often used partly as Adjectives ; as,

"*Only* a fool would act so."

"*Even* chronometers fail to keep exact time."

"*Not* a word was spoken" (*not a = no*).

ARRANGEMENT OF THE ADVERB.

282. The Adverb may be shifted about more than any other part of speech without disturbing the sense of the sentence ; but to prevent ambiguity, it is usual to place it as close as possible to the word which it modifies.

As a general rule, Adverbs are placed—

1. **After** simple Verbs ; as,

"He **ACTED** *justly.*" "He **SLEPT** *soundly.*"

2. **After** compound Verbs in the Active Voice ; as,

"He **SHOULD HAVE WRITTEN** *more carefully.*"

3. **Before** the Principal Verb in the Passive Voice ; as,

"The copy **SHOULD HAVE BEEN** *carefully* **WRITTEN.**"

"It is *very badly* **EXECUTED.**"

4. **Before** Adjectives and other Adverbs ; as,

"John is *too* **ANXIOUS.**"

"He has laboured *very* **DILIGENTLY.**"

Caution.—The Adverbs '**even**' and '**only**' are often misplaced, which gives rise to ambiguity. Thus : "The address *only* to be written on this side," is ambiguous ; it should be "*Only* the address, &c." Similarly, "Homer *even* sometimes nods," should be "*Even* Homer sometimes nods."

283. MISCELLANEOUS RULES.

1. When a Noun or Pronoun stands as the name of anything addressed, it is said to be in the **Nominative of Address** ; as,

"O *king*, live for ever !"

"Come here, *Samuel*."

"O *earth*, what changes thou hast seen !"

2. When a Noun or Pronoun precedes a Participle without being connected, as Subject or Object, with any Finite Verb, it is said to be in the **Nominative Absolute** ; as,

"The *wind* BEING favourable, we set sail."

"We shall not fear, *thou* LEADING."

3. The **Infinitive Mood** and the **Present Participle** are often used **absolutely** ; as,

"To be candid with you, I think you are in error."

"Humanly *speaking*, there is no hope of his recovery."

4. The Conjunction '**than**' governs the Relative in the **Objective Case** ; as,

"Alfred, **THAN** *whom* a greater king never reigned."

5. The Conjunction '**than**' follows the **Comparative Degree** of Adjectives and Adverbs ; as,

"SWEETER *than* honey." "STRONGER *than* a lion."

"I would RATHER go *than* remain."

6. Some Conjunctions occur in **pairs** ; as,

"*Though* deep, *yet* clear."

"I cannot say *whether* he will come or not."

"*Either* John or James will bring it."

"He will judge *both* the quick and the dead."

7. **Two Negatives** in the same simple sentence, are equivalent to an **affirmative** ; as,

"I will not take no more" = "I will take some more."

8. As a general rule, the **Tense of Auxiliary Verbs** in **dependent sentences** should agree with the Tense of the Verb in the **principal sentence** ; as,

"I tell you I *will* do it if I *can*."

"I told you I *would* do it if I *could*."

"He *says* he *may* be here to-morrow."
 "He *said* he *might* be here to-morrow."
 "John *says* he *can* work Fractions."
 "John *said* he *could* work Fractions."

Exercise 28.

Parse syntactically the following Sentences, and quote the rules of Syntax which you apply:—

The bird's nest was robbed by a bad boy. I have been at the hatter's buying a hat for John. Pull the primrose, sister Anne! That is a favourite saying of my mother's. The clamour of the church's being in danger was revived. This done, Maseppa spread his cloak. God save thee, ancient Mariner!

"The parents being dead and gone,
 The children home he takes."

"Earth! render back from out thy breast
 A remnant of our Spartan dead."

"O joyous birds! it hath still been so,
 Through the halls of kings doth the tempest go."

To speak the truth, we are all imperfect. Strictly speaking, Relative Pronouns have no Gender. He is speaking of Shakespeare, than whom a greater poet never lived. One man, in his time, plays many parts, his acts being seven ages.

"The thunder-clouds close o'er it, which when rent,
 The earth is covered thick with other clay,
 Which her own clay shall cover."

284. FORM OF SYNTACTICAL PARSING.

NOUN.—1. *Kind* (Proper, Common, or Abstract); 2. *Number*; 3. *Gender*; 4. *Case*, and how *related* to another word in the sentence—whether as a *Subject*, an *Object* (Direct or Indirect), or an *Attribute*.

PRONOUN.—1. *Kind* (Personal, Relative, &c.); 2. *Person*; 3. *Number*; 4. *Gender*; 5. *Case*, and how *related* to another word in the sentence.

ADJECTIVE.—1. *Kind*; 2. *Degree of Comparison*; 3. The *Noun* or *Noun equivalent* to which it belongs; 4. How *used*—whether as an *Attribute* or a *Predicate*.

VERB.—1. *Kind* (Transitive or Intransitive); 2. *Conjugation* (Regular or Irregular); 3. *Voice* (Active or Passive); 4. *Mood*; 5. *Tense*; 6. *Person*; 7. *Num-*

ber; 8. *Agreeing with*; 9. In oral parsing tell the *three principal parts*. A *Compound Verb* must of course be treated as *one Verb*; but in order to show its structure, the *Auxiliary* or *Auxiliaries* and the *Principal Verb* which compose it, should also be parsed separately.

ADVERB.—1. *Kind*; 2. *Degree of Comparison*; 3. The *Verb, Adjective*, or other *Adverb* which it modifies.

PREPOSITION.—The *words* which it connects.

CONJUNCTION.—1. *Kind*; 2. The *sentences* which it connects.

285. EXAMPLE OF PARSING—(1).

Hard by a spreading lime-tree stood,
To this the youth was bound;
They placed an apple on his head;
He looked in wonder round.
“The fault is mine, if fault there be,”
Cried Tell in accents wild;
On manhood let your vengeance fall,
But spare, oh, spare my child!”

- Hard by*.....A Compound Adverb of Place, modifying the Verb ‘*stood*.’
a.....An Adjective of Number, referring indefinitely to the Noun ‘*lime-tree*’—called also the Indefinite Article.
spreading.....An Adjective of Quality, Positive degree, referring attributively to the Noun ‘*lime-tree*.’
lime-tree.....A Common Noun, Sing. number, Neuter gender, and Nom. case, being the Subject of the Verb ‘*stood*.’
stood.....An Intransitive Verb, Irreg., Act. voice, Indic. mood, Past-Indefinite tense, Third pers., Sing. number, agreeing with its Subject ‘*lime-tree*.’
to.....A Preposition, joining the Pronoun ‘*this*’ to the Verb ‘*was bound*.’
this.....A Demonstrative Pronoun, Sing. number, and Object. case, being the Object of the Prep. ‘*to*.’
the.....A Demonstrative Adjective. pointing out the Noun ‘*youth*’—called also the Definite Article.
youth.....A Common Noun, Sing. number, Mascul. gender, and Nominative case, being the Subject of the Verb ‘*was bound*.’

* Known to be Masculine from the sense of the passage, but not from the form of the word which is, strictly speaking, applicable to either sex.

| | |
|-----------------------|--|
| <i>was bound</i> | A Transitive Verb, Irregular, Passive voice, Indic. mood, Past-Indef. tense, Third pers., Sing. number, agreeing with its Subject ' <i>youth</i> .' This Verb is made up of the Auxiliary ' <i>was</i> ' and the Principal Verb ' <i>bound</i> ,' which are parsed thus : |
| <i>was</i> | The Indic. mood, Past tense of the Auxiliary Verb 'To BE,' Third pers., Sing. number, agreeing with ' <i>youth</i> ;' and used with ' <i>bound</i> ' to form the Passive voice. |
| <i>bound</i> | The simple Past Participle, Passive, of the Irreg. Trans. Verb 'To BIND,' used with the Auxiliary ' <i>was</i> ' to form ' <i>was bound</i> ,' a compound stating Verb of the Passive voice. |
| <i>they</i> | A Pers. Pronoun, Third pers., Plur. number, Com. gender, and Nom. case, being the Subject of the Verb ' <i>placed</i> .' |
| <i>placed</i> | A Transitive Verb, Irreg., Active voice, Indic. mood, Past-Indef. tense, Third pers., Plur. number, agreeing with its Subject ' <i>they</i> .' |
| <i>apple</i> | A Com. Noun, Sing. number, Neut. gender, and Objective case, being the Direct Object of the Trans. Verb ' <i>placed</i> .' |
| <i>his</i> | A Possessive Adjective, referring attributively to the Noun ' <i>head</i> ,' being the Possessive form of the Personal Pronoun 'HE.' This word may be parsed as a Pronoun thus : <i>his</i> —A Personal Pronoun, Third pers., Sing. number, Masc. gender, and Possess. case, governed by the Noun ' <i>head</i> .' |
| <i>head</i> | A Com. Noun, Sing. number, Neut. gender, and Obj. case, being the Object of the Prep. ' <i>on</i> .' |
| <i>he</i> | A Pers. Pronoun, Third pers., Sing. number, Masc. gender, and Nom. case, being the Subject of the Verb ' <i>looked</i> .' |
| <i>looked</i> | An Intransitive Verb, Reg., Act. voice, Indic. mood, Past-Indef. tense, Third pers., Sing. number, agreeing with its Subject ' <i>he</i> .' |
| <i>round</i> | An Adverb of Place, modifying the Verb ' <i>looked</i> .' |
| <i>fault</i> | An Abstract Noun, Sing. number and Nom. case, being the Subject of the Verb ' <i>is</i> .' |
| <i>is</i> | An Intransitive Verb, Irreg., Indic. mood, Present Indef. tense, Third pers., Sing. number, agreeing with its Subject ' <i>fault</i> .' |
| <i>mine</i> | A Possessive Pronoun, standing for ' <i>my fault</i> ,' First pers., Sing.* number, and Nom. case, |

* Because '*fault*,' which the word implies, is Sing. number, and not because '*mine*' denotes *one person*. Thus, '*mine*,' '*yours*,' &c., are Singular or Plural according to whether it is *one thing* or *more than one thing* which is possessed. For example, "*mine is as good as yours*;" "*mine are as good as yours*;" "*yours is as good as mine*;" "*yours are as good as mine*."

coming after the Verb '*is*.' This word may also be parsed thus:—*Mine*—A Personal Pronoun, First pers., Sing.* number, Possessive case, governed by the Noun '*fault*;' or thus:—*Mine*—A Possessive Adjective, referring predicatively to the Noun '*fault*.'

NOTE.—Any of these three ways of parsing '*mine*,' and all similar words, is allowable; but the first is to be preferred.

- if* A Conditional Conjunction, connecting the sentences, "The fault is mine," and "there be fault,"
- there* The Introductory or Idiomatic Adverb, joined to the Verb '*be*.'
- be* An Intrans. Verb, Irreg. (no voice since it does not imply an action), Subjunctive mood, Pres. Indef. tense, Third pers., Sing. number, agreeing with its Subject '*fault*.'
- cried* A Trans. Verb,† Reg., Act. voice, Indic. mood, Past Indef. tense, Third pers., Sing. number, agreeing with its Subject '*Tell*.'
- Tell* A Proper Noun, &c., Nom. case, being the Subject of the Verb '*cried*.'
- in* A Prep., connecting '*cried*' and '*accents*.'
- wild* An Adjective of Quality, Pos. degree, referring attributively to '*accents*.'
- let* A Trans. Verb, Irreg., Act. voice, Imper. mood, Second pers., Sing. number, agreeing with its Subject '*you*,' understood.
- your* A Possessive Adj., referring attributively to the Noun '*vengeance*.'
- vengeance* An Abstract Noun, &c., Direct Obj. of '*let*.'
- fall* An Intrans. Verb, Irreg., Act. voice, Infinitive mood, Pres. tense, governed by '*let*,' the sign '*to*' being suppressed.
- but* A Contrasting Conjunction, connecting 'On manhood let,' &c., with 'spare, oh, spare,' &c.
- spare* A Trans. Verb., Reg., Act. voice, Imper. mood, Second pers., Sing. number, agreeing with '*you*,' understood.
- my* See '*his*' and '*your*.'
- child* A Com. Noun, &c., Obj. case, being Dir. Obj. of '*spare*.'

* Because the word '*mine*' denotes a single person.

† The Direct Object—viz., what *Tell* cried—should be specially pointed out in an instance like this. It is as follows:—"The fault is mine, if fault there be; on manhood let your vengeance fall; but spare, oh, spare my child."

286. EXAMPLE OF PARSING—(2)

This elegant rose, had I shaken it less,
Might have bloomed with its owner a while ;
And the tear that is wiped with a little address,
May be followed, perhaps, by a smile.

This A Demonstr. Adj., pointing out the Noun '*rose*.'

elegant An Adj. of Quality, Pos. degree, referring attributively to the Noun '*rose*.'

rose A Com. Noun, Sing. number, Neut. gender, and Nom. case, being the Subject of the Verb '*might have bloomed*.'

had shaken A Trans. Verb, Irreg., Act. voice, Subjunctive mood (if understood ; thus, *had I shaken* = *if I had shaken*), Past Perf. tense, First pers., Sing. number, agreeing with its Subject '*I*.' This Verb is made up of the Auxiliary '*had*' and the Principal Verb '*shaken*,' which are parsed separately thus :—

{ *had* The Subjunctive mood, Past tense of the Auxiliary Verb 'TO HAVE,' First pers., Sing. number, agreeing with '*I*,' and used with the Principal Verb '*shaken*' to express the Past Perf. tense of the Verb 'TO SHAKE.'

{ *shaken* The form called the simple Past Participle of the Irreg. Trans. Verb 'TO SHAKE,' not used here as a Participle, but as the principal part of a stating Verb of the Act. voice ; viz., '*had shaken*.'

it A Pers. Pron., Third pers., Sing. number, Neut. gender, and Obj. case, being the Dir. Obj. of '*had shaken*.'

less An Adv. of Degree, Compar. degree, modifying '*had shaken*.'

might have bloomed } An Intrans. Verb, Reg., Act. voice, Potential mood, Past Perf. tense, Third pers., Sing. number, agreeing with its Subject '*rose*.' This Verb is made up of the Auxiliaries '*might*' and '*have*' and the Principal Verb '*bloomed*,' which are parsed separately thus :—

{ *might* The Indic. mood, Past tense of the Auxiliary and Defective Verb 'MAY,' Third pers., Sing. number, agreeing with '*rose*,' and forming with '*have bloomed*' = '*(to) have bloomed*,' the Past Perf. Potential of the Verb 'TO BLOOM.'

{ *have* The simple Infinitive of the Auxiliary Verb 'HAVE' governed by '*might*,' and forming with '*bloomed*' the Perf. Infinitive, Act. '*(to) have bloomed*.'

{ *bloomed* The form called the simple Past Participle of the Reg. Intrans. Verb 'TO BLOOM ;' not used here

as a Participle, but as the principal part of the stating Verb '*might have bloomed.*'

with.....A Prep. connecting the Noun '*owner*' with the Verb '*might have bloomed.*'

its.....A Possess. Adj., referring attributively to '*owner.*'

while.....An Abstract Noun, &c., Obj. case, governed by '*for*' understood, being the Indir. Obj. of '*might have bloomed,*' and denoting 'time how long'?

and.....A Cop. Conjunction, connecting the sentence, "This elegant rose, had I shaken, &c.," with "the tear that is wiped with a little address, &c."

tear.....A Com. Noun, &c., Nom. case, being the Subject of '*may be followed.*'

that.....A Rel. Pron., Antecedent '*tear,*' Third pers., Sing. number, Neut. gender, agreeing with '*tear,*' and Nom. case, being the Subject of '*is wiped.*'

is wiped.....A Trans. Verb, Reg., Pass. voice, Indic. mood, Pres. tense, Third pers., Sing. number, agreeing with its Subject '*that.*' This Verb is made up of the Auxiliary '*is,*' and the Principal Verb '*wiped,*' which are separately parsed thus:—

{ *is*.....The Indic. mood, Pres. tense of the Auxiliary Verb '*TO BE,*' Third pers., Sing. number, agreeing with '*that,*' and used with '*wiped*' to form the Passive voice.

{ *wiped*.....The simple Past Participle Passive, of the Reg. Trans. Verb '*TO WIPE,*' used as the Principal Verb with the Auxiliary '*is,*' to form '*is wiped,*' a compound stating Verb of the Passive voice.

with.....A Preposition connecting the Noun '*address*' with the Verb '*is wiped.*'

little.....An Adj. of Quantity, Pos. degree, referring attributively to the Noun '*address.*'

may be fol- } A Trans. Verb, Reg., Passive voice, Potential mood, Pres. tense, Third pers., Sing. number, agreeing with its Subject '*tear.*' This Verb is made up of the Auxiliaries '*may*' and '*be,*' and the Principal Verb '*followed,*' which are parsed separately thus:—

{ *may*.....The Indic. mood, Pres. tense of the Auxiliary and Defective Verb '*MAY,*' Third pers., Sing. number, agreeing with its Subject '*tear;*' and forming with '*be followed*' = '*(to) be followed*' the Pres. Potential Passive of the Reg. Trans. Verb '*TO FOLLOW.*'

{ *be = to be*....The simple Infinitive of the Auxiliary Verb '*BE,*' and forming with '*followed*' the Pres. Infinitive Passive '*(to) be followed.*'

{ *followed*.....The simple Past Participle Passive of the Reg. Trans. Verb '*TO FOLLOW,*' used as the Principal

- Verb with the Auxiliaries 'may' and 'be' to form '*may be followed*,' a compound stating Verb of the Passive voice.
- perhaps* An Adverb of Degree, modifying the statement, '*The tear may be followed by a smile*,' showing to what extent it is to be regarded as a fact.
- by* A Prep., connecting the Noun '*smile*' with the Verb '*may be followed*.'
- smile* A Common Noun, &c., Objective case, governed by the Prep '*by*.'

Exercise 29.

Parse the following Sentences according to the above models:—

With fire and sword the country round was wasted far and wide. Hast thou forgot the day when my father found thee first in places far away (call '*far away*' a compound Adj. qual. *places*)? But half of our heavy task was done when the bell tolled the hour for retiring (call '*but*' an Adv., and '*retiring*' a Verbal Noun or Gerund). "Try not the pass!" the old man said; "dark lowers the tempest overhead." The sweet face of Lucy Gray will never more be seen. Many flocks were on the hills, but thou wert owned by none (parse '*wert owned*' the Indicative mood with a Subjunctive form). Hail to thee, blithe spirit! bird thou never wert. The mayor was dumb, and the council stood as if they were changed into blocks of wood. Poor creature, can it be that 'tis thy mother's heart which is working so in thee? Perish policy and cunning; perish all that fears the light.

ANALYSIS OF SENTENCES.*

287. A SENTENCE has already been defined as a group of words conveying a complete sense or meaning. Statements, questions, commands, entreaties, &c., are sentences. See § 6.

A single word sometimes conveys a complete meaning, and is then the equivalent of a sentence; e.g., 'Yes' and 'No,' used as answers. See § 103.

Many Interjections are condensed sentences; e.g.,

"Adieu!" = "I commend you to God."

"Good-bye!" = "God be with you."

"Up!" = "Get up."

"Forward!" = "Go forward."

Words of this sort are called WORD-SENTENCES.

* The word *analysis* is the English form of the Greek word ἀνάλυσις (*analusis*) = an unloosing.

Sentence is derived from Lat. *sententia* = a judgment, a meaning.

288. To analyse a sentence means—

1. To separate it into its parts ; and
2. To show the relation of the parts to each other.

289. It has been already shown (§ 247) that a sentence may be broken up into two parts :—

1. The *name* of what we are speaking of.
2. *What we say about* the thing spoken of.

The name of what we are speaking of is called the **SUBJECT**.

What we say about the Subject is called the **PREDICATE**.

In the sentence "Rain falls," '*rain*' is the name of what we are speaking of, and we say of the rain that it '*falls*;' therefore '*rain*' is the Subject, and '*falls*' the Predicate. Similarly—

| SUBJECT. | PREDICATE. |
|----------|--------------------|
| Trees | grow. |
| Sugar | is sweet. |
| Rivers | run into the sea. |
| Birds | sing in the woods. |

THE SUBJECT.

290. The grammatical or Simple Subject is always either a Noun or Pronoun in the Nominative Case, or some word group equivalent to a Noun ; *e.g.*,

| SIMPLE SUBJECT. | PREDICATE. |
|----------------------|-----------------|
| John | is diligent. |
| He | is faithful. |
| Walking | is healthful. |
| To walk | is healthful. |
| To be punctual | is commendable. |
| That he acted wisely | is admitted. |

291. **THE ENLARGED SUBJECT.**—The Simple Subject may be enlarged in the following ways :—

1. By an Adjective ; as,

| | |
|-------------------------|----------------|
| <i>Good</i> water | is wholesome. |
| <i>The green</i> fields | are beautiful. |

2. By a **Descriptive Phrase** equivalent to an **Adjective** (see § 267); as,

| | |
|----------------------------------|----------------|
| The man <i>at the helm</i> | is skilful. |
| Men <i>of wisdom</i> | are respected. |
| The lessons <i>for to-morrow</i> | are easy. |

3. By a **Noun or Pronoun** in the **Possessive Case**; as,

| | |
|-------------------|-----------------|
| <i>John's</i> hat | is new. |
| <i>Your</i> dog | barks fiercely. |
| <i>My</i> head | aches. |

4. By an **Adjective Sentence** (see § 267); as,

| | |
|-----------------------------------|-------------------|
| Henry, <i>who answered best</i> , | got the prize. |
| The house <i>where I live</i> | is being painted. |
| The reason <i>why he did so</i> | is not clear. |

5. By a **Noun in Apposition**; as,

| | |
|-----------------------------|---------------------|
| Burns, <i>the poet</i> , | was a Scotchman. |
| James, <i>the postman</i> , | brought the letter. |
| Paul, <i>the apostle</i> , | was very zealous. |

You will notice that the **Enlargements**—called also **attributes**—merely define or describe the **Subject**, and are therefore either **Adjectives** or **Adjective equivalents**.

292. MODEL FOR ANALYSIS—(1.)

| ENLARGED SUBJECT. | PREDICATE. |
|---|--|
| John's new and costly watch Solomon, the son of David, James, who saw the occurrence, | fell on the floor. built the temple. remembers it. |

MODEL FOR ANALYSIS—(2.)

| THE SUBJECT. | | PREDICATE. |
|------------------------------|--|--|
| SIMPLE SUBJECT. | ENLARGEMENTS. | |
| Watch, Solomon, James, | John's, new, costly, the son of David, who saw the occurrence, | fell on the floor. built the temple. remembers it. |

Exercise 30.

Analyse the following Sentences according to Model (2):—

Little drops of water make up the ocean. A friend in need is a friend indeed. Alexander the Great, the son of Philip, conquered Persia. A strong desire to excel is to be commended. John's horse, which he bought lately, is very gentle. Children, coming home from school, look in at the open door.

THE PREDICATE.

293. The **Predicate** is what is said or affirmed of the Subject. It must therefore contain the chief Verb of the sentence. An Intransitive Verb, or a Transitive Verb in the Passive Voice, may form a complete Predicate; as,

"Lions roar." "The river runs."

"The letter is written." "Lincoln was shot."

294. The Verb 'to BE' cannot, of itself, form a Predicate, except when it means to **exist**, as in the sentence, "God is" = "God *exists*." We must therefore join some word or words to it to make the Predicate; e.g.,

"The moon is round." "James is a sailor."

"I am he." "She is here." "He is to go."

"The camel is of a light-brown colour."

The Verbs 'to seem,' 'to become,' &c., resemble the Verb 'to BE' in this respect; e.g.,

"He seems prudent." "Paul became a Christian."

Notice that when the Verb 'to BE' is used to express mere existence, it is usually preceded by the introductory Adverb 'THERE'; e.g.,

"There was light" = "Light was or existed."

"There is hope" = "Hope exists."

"There are many suns" = "Many suns exist."

THE OBJECT OR COMPLETION.

295. The Verb which stands grammatically related to the Subject, is called the **Simple Predicate**. When the latter is a Transitive Verb in the Active Voice, the Object must, of course, be added to make the sense complete. The Object is therefore called the **Completion of the Predicate**.

The Object must be a **Noun**, or a **Pronoun**, or a **group of words** equivalent to a Noun. Like the Subject, it may be **enlarged** by Adjectives or Adjective equivalents.

296. Some Verbs (271, 272) require two Objects to complete the sense, and both are, of course, included in the Completion of the Predicate. Remember that sometimes both Objects are Direct; and that sometimes one is Direct, and the other Indirect. The latter is usually governed by 'to' or 'for' expressed or understood, and is thus easily recognised.

The Infinitive Mood is often one of the two Objects; as, "I taught *James to parse*." But observe that the Infinitive is only a part of a single Direct Object in, "I like a rascal to be punished;" "I believe *John to be an honest man*." The Infinitive, in such expressions, plays the part of a Finite Verb; for, "I like a scoundrel to be punished" = "I like that a scoundrel should be punished." See § 194 (c).

NOTE.—The pupil learning Latin, should compare this form of the Object with the Latin construction called the 'Accusative before the Infinitive.'

297. MODEL FOR ANALYSIS—(3.)

| SUBJECT. | COMPLETE PREDICATE. | |
|----------|---------------------------|------------------------------|
| | VERB OR SIMPLE PREDICATE. | OBJECT OR COMPLETION. |
| James | has worked | his sum. |
| He | promised | to behave better. |
| Frank | sent | John a book. |
| | | <i>Indir. Obj. Dir. Obj.</i> |
| They | appointed | him teacher. |
| | | <i>Dir. Obj. Dir. Obj.</i> |

Exercise 31.

Analyse the following Sentences according to Model (3):—

Children should obey their parents. Boys like to be amused. James asked John where he had been. William says, "Keep up your heart." The master promised me a book. I heard the loud thunder rolling. The Queen created him a baronet. Saddle me

the ass. They saddled him the ass. The committee appointed Mr. B. secretary. I know your works. I have heard how you acted. Harry's heart could not contain itself. Mr. B. asked the little boy his name. The magistrate ordered the dog to be shot.

ADVERBIAL EXTENSIONS OF THE PREDICATE.

298. Adverbs, and phrases or sentences doing the duty of Adverbs, may be added to the Predicate to mark the time, place, manner, or instrument of the action which the Verb expresses. These additions are usually called **Extensions of the Predicate**. They are all classed after the manner of Adverbs.

299. Examples of Extensions, denoting—

- (a) **Time** "He came *twice*."
 "John staid *for a whole week*."
 "The doctor comes *when he is sent for*."
- (b) **Place** "Kaspar sat *outside*."
 "Kaspar sat *before his cottage door*."
 "Kaspar sat *where the sun shone*."
- (c) **Manner** "John behaves *well*."
 "He does his work *in a thorough manner*."
 "He acts *as a gentleman should act*."
- (d) **Cause** "He came *to tell me*."
 "He ran *to ask what he had found*."
 "John will succeed *because he is diligent*."
- (e) **Instrument** "The horse was killed *by lightning*."
 "The country was wasted *with fire and sword*."
 "The boy writes *with a pen*."
- (f) **Accompanying } "Kempfenfelt went down *with twice***
 Circumstances } *four hundred men*."
 "Nelson sailed to the Baltic *with a large fleet*."
 "Wellington defeated Napoleon at Waterloo, *notwithstanding that the latter was at the head of a larger army*."

NOTE.—Extensions of Instrument and Accompanying Circumstances, are usually included under Manner (c).

- 30J. Extensions of Time answer—When? How long?
How often?
Extensions of Place answer—Where? Whither?
Whence?
Extensions of Manner answer—How? How much?
Extensions of Cause answer—Why?
Extensions of Instrument answer—With what?

301. MODEL FOR ANALYSIS—(4.)

| THE SUBJECT. | THE PREDICATE. | | |
|--|---------------------------|-----------------------|--|
| | VERB OR SIMPLE PREDICATE. | OBJECT OR COMPLETION. | ADVERBIAL EXTENSIONS. |
| He | told | me, the news, | this morning (<i>time</i>). |
| James, who was sharply reprov'd yesterday, | wrote | his copy | { <ol style="list-style-type: none"> 1. to-day (<i>time</i>). 2. with great care (<i>manner</i>). |
| Wellington, the Iron Duke, the hero of a hundred fights, | was buried | ... | { <ol style="list-style-type: none"> 1. in St. Paul's (<i>place</i>). 2. with princely honours (<i>manner</i>). 3. on the 18th Nov. 1852 (<i>time</i>). |

Exercise 32.

Analyse the following Sentences according to Model (4):—

Alexander conquered Darius, king of Persia, in his own dominions, in the year 330 B.C. My father lived at Blenheim then, yon little stream hard by. The gondola glides, like a spirit of night, o'er the slumbering waves in the calm moonlight. The hounds ran swiftly through the woods, the nimble deer to take. About a week ago, a woodman with his axe felled a large tree in that park, the owner and some visitors being present to see the operation. O'er Roslin all that dreary night, a wondrous blaze was seen to gleam. They carved at the meal with gloves of steel.

SENTENCES.

302. Sentences are of three kinds—

1. **Simple Sentences.**
2. **Compound Sentences.**
3. **Complex Sentences.**

303. A **Simple sentence** contains but **one Subject** and **one Finite Verb**; as,

1. "*Rivers* **RUN**."
2. "The broad and deep *sea* **SEPARATES** us."
3. "Many large and useful *trees* **GROW** in Great Britain."

304. When two words denoting the same thing, and connected by the Conjunction '**OR**,' stand as the Subject, the sentence must be considered as Simple; e.g.,

1. The *sovereign* **OR** *ruler* of Britain is a queen.
2. The *core* **OR** *heart* of the apple is decayed."
3. "A *vane* **OR** *weathercock* **TURNS** with every wind."

[Notice that '**OR**,' in such cases, connects words and not sentences; and is therefore not disjunctive. Also that '**AND**' connects words in the "The *broad* **AND** *deep* sea divides us;" viz., the two Adjectives '*broad*' and '*deep*,' qualifying one Subject '*sea*.' This is interesting, as '**AND**' and '**OR**' are the only Conjunctions in the language, that are used to connect words. See § 114.]

COMPOUND SENTENCES.

305. When two or more Simple sentences are so combined that one is **not dependent** on the other for its meaning, they form what is called a Compound sentence; e.g.,

- "*John sings* **AND** *James draws*."
 "Frank *is come*, **BUT** *I have not seen him yet*."

306. The Simple sentences (called members or clauses) which make up a Compound sentence, are said to be **co-ordinate**, a term denoting that they are of equal importance. The Conjunctions which join them together are therefore called **Co-ordinate Conjunctions**. Examples—*and, also, but, neither, nor, either, or, &c.*

307. Compound sentences are often **contracted** ; thus, "Jane writes and Mary writes" = "Jane and Mary write." "John did not go and James did not go" = "Neither John nor James did go (went)."

In the analysis of Contracted sentences, you must supply all omitted words, so as to show the co-ordinate members of which they consist.

COMPLEX SENTENCES.

308. When one sentence depends upon another for its full meaning, it is called a **Subordinate** sentence, and the one upon which it depends is called the **Principal** sentence. The two taken together form what is called a **Complex** sentence.

Thus, in the Complex sentence, "I know a bank whereon the wild thyme blows," we have two sentences :—

1. "I know a bank."
2. "The wild thyme blows."

But the full meaning of sentence (2) is not perceived until it is joined to sentence (1), by the adverbial Conjunction '*whereon*.'

309. Subordinate sentences are of three kinds—

1. **Noun-sentences.**
2. **Adjective-sentences.**
3. **Adverb-sentences.**

310. A **Noun-sentence** is the equivalent of a **Noun**, and may be used either as the Subject or the Object of a Verb. See p. 98.

EXAMPLES—Complex sentences containing **Noun-sentences** :—

1. "*That you have been attentive* is evident."
2. "I SEE *that you have been attentive*."
3. "TELL me *where the French live*."
4. "Do you KNOW *what I am thinking of*?"

311. When a **Noun-sentence** is used as a **Subject**, it is usual to begin the statement with the Pronoun '*It* ;' the **Noun-sentence** preceded by the Conjunction '**THAT**,'

being placed after the Verb. Thus, instead of saying "*Men are mortal* is a fact," we say "*It is a fact that men are mortal.*" In analysing such expressions, remember that 'it' merely *introduces* and *stands for* the real Subject, which is the Noun-sentence.

312. An Adjective-sentence is the equivalent of an **Adjective**, and describes some Noun in the Principal sentence. See § 267.

EXAMPLES—Complex sentences containing **Adjective sentences** :—

1. "The **MAN** *who is good*, is noble."
2. "I remember the **HOUSE** *where (in which) I was born.*"
3. "He saw the **PERSON** *to whom you refer.*"
4. "The **SHIP** *that was launched a month ago*, is now ready for sea."

NOTE.—An Adjective-sentence is usually joined to the Principal sentence by means of a **Relative Pronoun** or a **Relative Adverb** (Adverbial Conjunction).

313. An Adverb-sentence is the equivalent of an **Adverb**, and is used as such to modify the Verb, or some Adjective or Adverb in the Principal clause. See § 280.

EXAMPLES—Complex sentences containing **Adverb-sentences** :—

1. "You **MAY COME** *when you please.*"
2. "You **MAY GO** *where you please.*"
3. "He **ACTED** *as a gentleman should act.*"
4. "Dublin is a **LARGER** city *than Belfast (is large).*"
5. "John is as **TALL** *as James (is tall).*"
6. "The **more** I know of him the **BETTER** I like him."
7. "The **wind being favourable** = (because the wind was favourable), we **SET SAIL**."

314. Adverb-sentences are joined to the Principal clause by what are called **Subordinate Conjunctions**, so called because they introduce Subordinate sentences.

The following are examples:—*Where, when, until, while, since, because, than, as, so as, so that, &c.*

315. In Complex sentences it often happens that a **Subordinate sentence** stands in the position of a **Principal to another clause** depending upon it.

EXAMPLE—"There he learned that his late companion, who had just set off, was the celebrated Mr. Burke."

Here, there are three Simple sentences:—

1. There he learned,
2. that his late companion was the celebrated Mr. Burke,
3. who had just set off.

Sentence (2) is subordinate to sentence (1), for it is a Noun-sentence used as the Object of the Verb '*learned*.' Sentence (3) is subordinate to sentence (2), for it is an Adjective-sentence describing the Subject '*companion*.' Sentence (2) is therefore subordinate to sentence (1), and at the same time a Principal in regard to sentence (3).

METHOD OF ANALYSING COMPOUND AND COMPLEX SENTENCES.

316. A **GENERAL ANALYSIS** of any Compound or Complex sentence is made by—

- (a) Dividing it into as many clauses or simple sentences as it contains Subjects or Finite Verbs ; and
- (b) Showing the relation of the clauses to each other.

317. EXAMPLES AND MODEL.

1. When the peace came on I was discharged, and, as I could not work because my wound was troublesome, I enlisted for a landsman in the East India Company's service.
2. The spirit who bideth by himself
In the land of mist and snow,
He loved the bird that loved the man
Who shot him with his bow.
3. "Cast thy eyes eastward," said he, "and tell me what thou seest."

GENERAL ANALYSIS—MODEL (5).

| No. | CLAUSES OR SIMPLE SENTENCES. | KIND OF SENTENCE. |
|-----|---|--|
| 1. | <p>a. When the peace came on,</p> <p>b. I was discharged,</p> <p>c. as I could not work,</p> <p>d. because my wound was troublesome,</p> <p>e. and I enlisted for a landsman in the East India Company's service.</p> | <p>Adv. sent. (<i>time</i>), subordinate to b.</p> <p>Prin. sent., co-ord. with c.</p> <p>Adv. sent. (<i>cause</i>), subord. to e; also a Prin. sent. to d.</p> <p>Adv. sent. (<i>cause</i>), subord. to c.</p> <p>Principal sentence, co-ordinate with b.</p> |
| 2. | <p>a. The spirit (he) * loved the bird,</p> <p>b. who (= <i>the spirit</i>) bideth by himself in the land of mist and snow,</p> <p>c. that (= <i>the bird</i>) loved the man,</p> <p>d. who (= <i>the man</i>) shot him (<i>the bird</i>) with his bow.</p> | <p>The Principal sentence.</p> <p>Adj. sent. subordinate to a, qualifying the Subject '<i>spirit</i>.'</p> <p>Adj. sent. subord. to a, qual. the Object '<i>bird</i>;' also a Prin. sent. to d.</p> <p>Adj. sent. subord. to c, qual. the Object '<i>man</i>.'</p> |
| 3. | <p>a. Cast (thou) thy eyes eastward,</p> <p>b. he said,</p> <p>c. and tell (thou) me,</p> <p>d. what thou seest.</p> | <p>Noun sent. subord. to b, part Object of '<i>said</i>.'</p> <p>The Prin. sent. whose Obj. is a, c, and d, taken together.</p> <p>Noun sent. subord. to b, part of the Obj. of '<i>said</i>;' also a Prin. sent. to d.</p> <p>Noun sent. subord. to c, Object of '<i>tell</i>.'</p> |

318. When, in addition to the General Analysis of a Compound or Complex sentence, the separate clauses are analysed, what is called a **DETAILED ANALYSIS** is performed.

A Detailed Analysis may be more or less detailed, at pleasure; and may be conveniently expressed in writing, in a tabular form, as in Model 6.

* Notice that the Personal Pronoun '*he*' and its antecedent '*spirit*,' are here used together as the Subject of the Verb '*loved*.' This structure is permitted in poetry, when it is desired to emphasise the Subject. It is not allowable in prose.

319. EXAMPLE.—As I was yesterday morning walking with Sir Roger before his house, a country fellow brought him a huge fish, which, he told him, Mr. William Wimble had caught that very morning; and that he presented it with his service to him, and intended to come and dine with him.

TABULAR DETAILED ANALYSIS—MODEL (3.)

| SENTENCES. | KIND OF SENTENCE. | SUBJECT AND ENLARGEMENTS. | SIMPLE PREDICATE. | OBJECT AND ENLARGEMENTS. | ADVERBIAL EXTENSIONS. |
|--|--|---------------------------|-------------------|--|--|
| a. As I was yesterday morning walking with Sir Roger before his house, | Adv. sentence (<i>time</i>); subordinate to <i>b</i> , | I, | was walking, | ... | yesterday morning (<i>time</i>), with Sir Roger (<i>manner</i>), before his house (<i>place</i>). |
| b. a country fellow brought him a huge fish, | Principal sentence to <i>a</i> , | a country fellow, | brought | him (<i>Indirect</i>), a huge fish (<i>Direct</i>), which (<i>Direct</i>), | as I was yesterday morning walking with Sir Roger, &c. (<i>time</i>), that very morning (<i>time</i>). |
| c. which Mr William Wimble had caught that very morning, | Adj. sent. subord. to <i>b</i> , qual. the Direct Obj. ' <i>fish</i> ,' also subordinate to <i>d</i> , as part of the Object of ' <i>told</i> ,' | Mr. William Wimble, | had caught, | | |
| d. he told him, &c. | Principal sentence coordinate with <i>b</i> , | he | told | him (<i>Indir.</i>); &c., and (<i>Dir. Obj.</i>), it (<i>Direct</i>), | |
| e. and that he presented it with his service to him, | Noun sent. subord. to <i>d</i> ; being part Object of ' <i>told</i> ,' | he | presented | | with his service to him (<i>manner</i>). |
| f. and (that he) intended to come and dine with him. | Noun sentence subordinate to <i>d</i> ; coordinate with <i>e</i> , | he | intended | to come and dine with him (<i>Direct</i>). | |

Exercise 33.

Analyse the following Sentences according to **Models 5 and 6** :—

The blackening wave is edged with white,
To inch and rock the sea-mews fly ;
The fishers have heard the water-sprite,
Whose screams forebode that wreck is nigh.

There is a tide in the affairs of men, which, taken at the flood, leads on to fortune. When people would talk of a rich man in company, Whang would say, "I know him very well." The Accusing Spirit, which flew up to heaven's chancery with the oath, blushed as he gave it in ; and the Recording Angel, as he wrote it down, dropped a tear upon the word, and blotted it out for ever. There is not the smallest orb which thou behold'st, but in his motion like an angel sings, still quiring to the young-eyed cherubim. This predecessor of ours, you see, is dressed after this manner, and his cheeks would be no larger than mine were he in a hat as I am. The corporal made his old bow, which usually spoke as plain as a bow could speak it—"Your honour is good."

I dreamed that Greece might still be free ;
For, standing on the Persian's grave,
I could not deem myself a slave.

He prayeth best who loveth most,
All things both great and small ;
For the dear God who loveth us,
He made and loveth all.

HOW ENGLISH IS RELATED TO OTHER LANGUAGES.

320. Languages have been classified into a few general divisions called **FAMILIES**. The most important of these is that called the **ARYAN** or **INDO-EUROPEAN FAMILY**, which embraces the languages of India and Persia, and all the European tongues except Finnish, Hungarian, and Turkish. The latter were introduced from Central Asia into Europe, in comparatively recent times, and belong to an entirely different class.

321. The European languages (proper) are separated into the following groups :—

1. The **SLAVONIC**—comprising **RUSSIAN**, **POLISH**, and **BOHEMIAN**.

2. The **GRÆCO-LATIN**—comprising (1) **ANCIENT** and **MODERN GREEK** ; (2) **LATIN** and the **LATIN-DEIVED** (Romance) languages, viz. : *Italian, French, Spanish, Portuguese, Wallachian, and Romansch.*
3. The **KELTIC**—comprising **IRISH, GAELIC** (of the Highlands of Scotland), **MANX** (of the Isle of Man), **WESLH, CORNISH** (now extinct), and **ARMORICAN** (of Brittany).
4. The **TEUTONIC**—comprising (a) **MODERN** or **HIGH-GERMAN** (so called because it was first spoken in the *highlands* of Germany).
 - (b) The **SCANDINAVIAN** languages—*Danish, Icelandic, Swedish, and Norwegian.*
 - (c) The **LOW-GERMAN** languages—*Dutch, Frisian, Flemish, and English.* The Low-German languages are so called because they were spoken originally by the people inhabiting the *low* plains bordering the German Ocean and the Baltic.

322. **ENGLISH** therefore belongs to the **Low-German** group of Teutonic languages. In its earliest form it was brought into England by the Angles, Saxons, and Jutes, who migrated thither, in the fifth and sixth centuries, from the shores of the German Ocean. Hence the earliest English is called **ANGLO-SAXON**.

323. The English Dictionary contains a vast number of words derived from Latin, Greek, and other sources, but especially from the Latin. All our most common and useful words, however, are of Teutonic or Saxon origin ; and although the language, in many respects, has undergone very great changes since its introduction into the country, yet the Grammar has remained essentially English.

For *examples* of English at different periods, see Dr. Sullivan's English Grammar, page 204 to page 212.

THE ELEMENTS OF OUR VOCABULARY.

324. The **Anglo-Saxon Element**.—The Anglo-Saxon, as might be expected, forms the basis or ground-work of the English Language. All our Pronouns, as *I, thou,*

he, she, who, which, each, every, this, that, are of Saxon origin; also all our Auxiliary Verbs, and most of our Prepositions and Conjunctions; nearly all our most common and useful Adjectives; as *black, white, bad, good, kind, &c.*; and the greater number of our most common and useful Verbs and Nouns; as, *come, go, eat, drink, live, die, sing, work, love, hate, father, mother, brother, sister, man, boy, girl, bird, fowl, sheep, fish.*

325. It is said that about 60 per cent. of the words in an ordinary English Dictionary, are of Saxon origin; but most people, in speaking and writing, use, of Saxon words, a much higher percentage than this.

Most of our monosyllables are from this source; and in such books as the English Bible, the writings of Bunyan, and the works of some of our best poets, the proportion of foreign-derived words is comparatively small. It is said that 75 per cent. of the words in Macaulay's "Essay on Bacon," and nearly 90 per cent. of those used in Tennyson's "In Memoriam," are of Anglo-Saxon origin.

In scientific and philosophical writings the percentage of Saxon words is very much smaller.

326. **The Latin Element.**—Of the vast number of English words traceable to Latin, some have come direct, whilst a larger number have found their way into the language through the medium of French. The Norman Conquest (1066) led to the introduction of a great many Norman-French words. It may be observed, however, that the majority of our Latin-English words have been added since the fifteenth century. This century (towards its close) and the next (the sixteenth), are distinguished for what has been called the REVIVAL OF LEARNING.

A large number of our words of three or more syllables, are of Latin origin; also most of the terms used in theology, medicine, law, and politics.

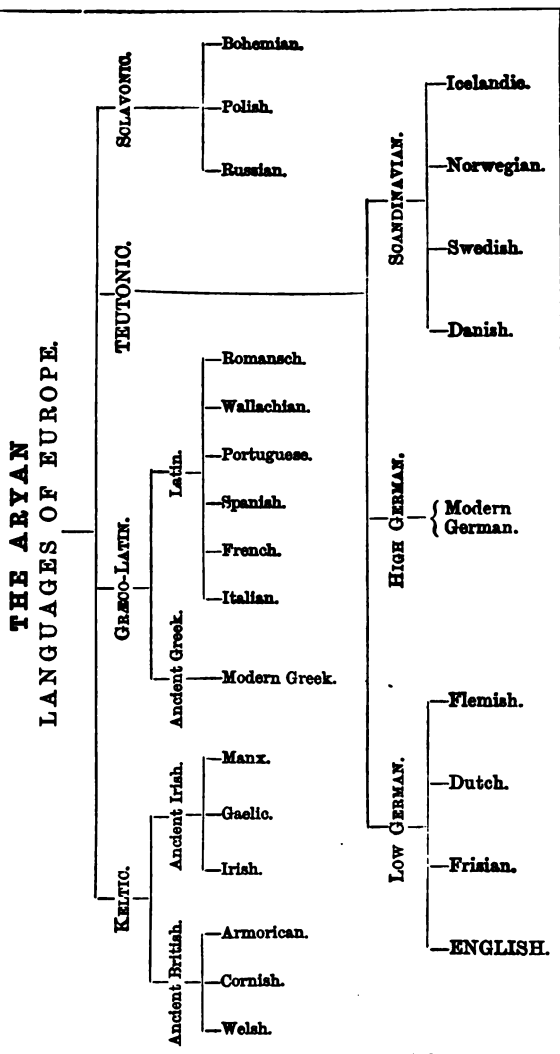
327. **The Greek Element.**—Many of the terms used in science, philosophy, theology, &c., are from the Greek; as, *hydrogen, thermometer, metaphysics, psychology, analysis, synthesis, aphelion, perihelion, dogma, bishop, christian, catholic, presbyterian, baptism, eucharist.*

328. The Keltic Element.—The ancient Britons spoke Keltic; but so completely was their language displaced by that of their Saxon conquerors, that, with the exception of the names of places, few Keltic words became incorporated with the English vocabulary. In Ireland, Scotland, and Wales, most of the names of towns, mountains, capes, rivers, and lakes, are of Keltic origin. In England, the majority of the names of places are Saxon; but the mountains and rivers generally bear Keltic names.

The following common words are from this source—*pan, crag, glen, pail, mop, crock, clout, basket, mattock, bard, whisky, shamrock, flannel, tartan, gruel, glue.*

329. Miscellaneous Words.—The English vocabulary has been enriched by miscellaneous words adopted direct from many different languages. Thus—

1. From the **French** we have adopted, without change, such words as—*aide-de-camp, etiquette, navvett, burlesque, valet, boudoir, escritoire, chemise, charade.*
2. From the **Spanish**—*cigar, embargo, lagoon, negro, mosquito, alligator.*
3. From **Portuguese**—*marmalade, palaver, caste, fetish.*
4. From **Italian**—*pantaloon, charlatan, conversazione.*
5. From the **Dutch**—*sloop, schooner, yacht.*
6. From the **German**—*waltz, mangel-wurzel, &c.*
7. From **Indian** and **Chinese** tongues—*ratan, bamboo, bazar, bungalow, gong, Bohea, Congou.*
8. From **Arabic**—*almanac, algebra, mummy, assassin, syrup, admiral, alchemy, giraffe, gazelle.*
9. From **Persian**—*caravan, scarlet, azure, lilac, paradise, dervish.*
10. From **Turkish**—*scimitar, dragoman, divan.*
11. From **American Indian**—*potato, tobacco, wigwam, tomahawk, squaw, maize, hurricane.*
12. From the **Hebrew**—*cherub, seraph, amen, jubilee, sabbath, Satan*; and Proper names such as, *Elizabeth, Mary, Rachel, John, David, Adam.*



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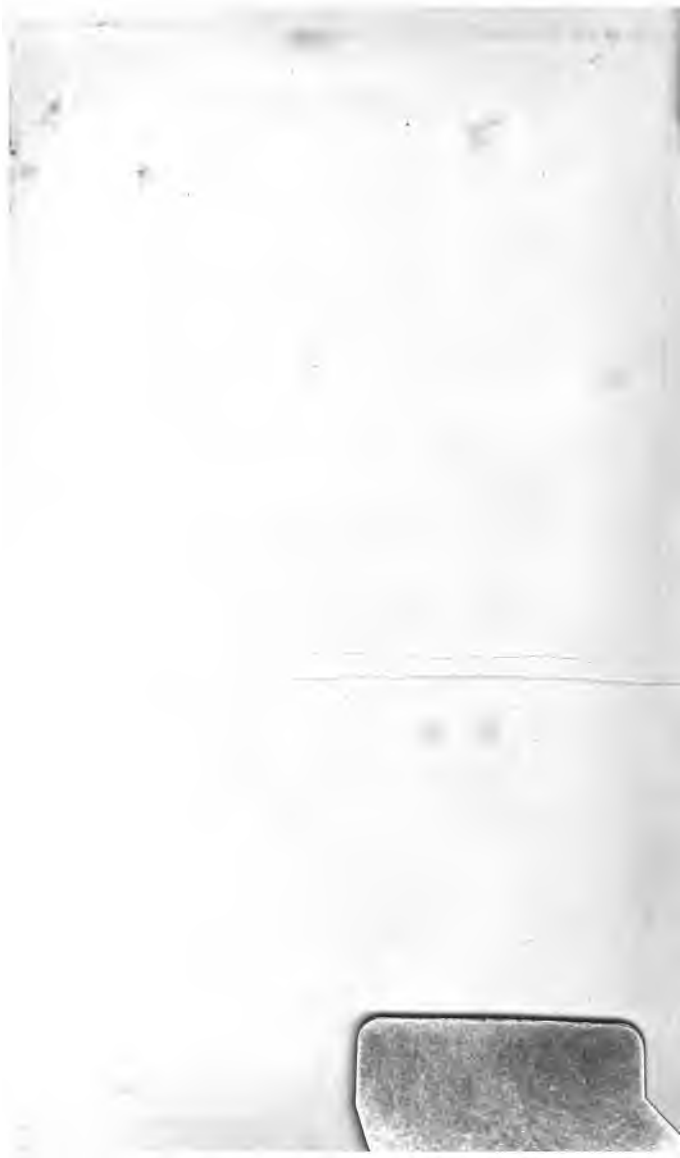
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